CONNECT

PRIMARY 4

Student's Book
Term 1

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Foreword

This is a pivotal time in the history of the Ministry of Education and Technical Education (MOETE) in Egypt. We are embarking on the transformation of Egypt's K-12 education system (Education 2.0) starting in September 2018 with KG1, KG2 and Primary 1, continuing to be rolled out year after year until 2030. We are transforming the way in which students learn, to prepare Egypt's youth to succeed in a future world that we cannot entirely imagine. The rapid technological advancement and disruptions to industries and the workplace requires MOETE to undergo a major configuration of when to learn and what to learn. The foundational skills of literacy, numeracy and digital literacy are the core. Education at a young age also needs to be multidisciplinary to broaden students' horizons, integrating the essential soft skills and competencies such as communication and critical thinking into the school curriculum. There must be joy in learning so that students are motivated to engage in lifelong learning throughout their lives keeping up and staying ahead of changes in the world.

Curriculum is not the end but the beginning of the important process of changing Egypt's education system. MOETE is very proud to present this new series of textbooks, *Connect*, with the accompanying digital learning materials that capture its vision of the transformation journey. This is the result of much consultation, much thought and a lot of work. We have drawn on the best expertise and experience from national and international organizations and education professionals to support us in translating our vision into an innovative national curriculum framework and exciting and inspiring print and digital learning materials.

The MOETE extends its deep appreciation to its own Central Administration for Curriculum Development (CACD) and specifically, the CACD Director and the amazing team there. MOETE is also very grateful to the minister's senior advisors for curriculum and early childhood education. Our deep appreciation goes to Discovery Education, Nahdet Masr, Longman Egypt, UNICEF, UNESCO, World Bank Education Experts and UK Education Experts who, collectively, supported the development of Egypt's national curriculum framework. I also thank the Egyptian Faculty of Education professors who participated in reviewing the national curriculum framework. Finally, I thank each and every MOETE administrator in all MOETE sectors as well as the MOETE subject counsellors who participated in the process.

This transformation of Egypt's education system would not have been possible without the significant support of Egypt's current president, His Excellency President Abdel Fattah El-Sisi. Overhauling the education system is part of the president's vision of 'rebuilding the Egyptian citizen' and it is closely coordinated with the Ministries of Higher Education and Scientific Research, Culture, and Youth and Sports. Education 2.0 is only a part in a bigger national effort to propel Egypt to the ranks of developed countries and to ensure a great future to all of its citizens.

Dear students and fellow teachers,

It gives me great pleasure to celebrate this crucial stage of comprehensive and sustainable development, an epic in which all Egyptian people are taking part. This pivotal stage necessitates paving a foundation for a strong educational system which yields a generation that is not only capable of facing the major challenges the world is witnessing today, but one that also has complete possession of the skills of the future.

At a time when our world is witnessing successive industrial revolutions, the Egyptian state is keen on empowering its citizens by establishing a top-notch educational system that invests in its children the expertise required to get them to compete at both a regional and global level. This dictates that our educational system has at its core an emphasis on skills development, deep understanding, and knowledge production. This can only be done through modern curricula that keep up with the changes taking place globally-- curricula which prioritize the development of skills and values, and the integration of knowledge. They are also curricula that focus on the provision of multiple learning sources, and integration of technology to enrich the educational process and to improve its outcomes, while addressing the most important contemporary issues.

To achieve this, we must all join hands to continue to revolutionize our education, and to support it with all that is required to transform it into a globally pioneering educational system.

My warmest regards to you, dear students, and my deepest gratitude to my fellow teachers.

Professor Doctor Reda Hegazy

Minister of Education and Technical Education

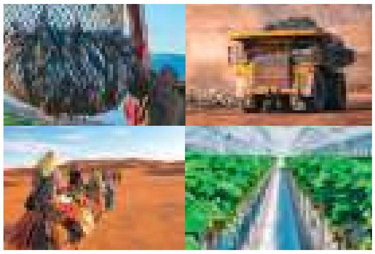
Contents

SCOPE AND SEQUENCE

Theme 1 I discover myself

	Unit 1 I feel good 	Unit 2 Desert animals 	Unit 3 Why do we grow plants? 
Vocabulary	food: *bananas*, *chicken*, *grapes*, *mangoes*, *milk*, *onions*, *potatoes*, *rice*, *sugarcane*, *watermelon*, *million, raise, produce; fishermen* emperor, palace, competition, gardener	Egyptian animals: *camel*, *crocodile*, *fennec fox*, *pelican*, *snake*, *spider*; *beak*, *bear*, *fur*, *wing* comparative adjectives: *bigger*, *faster*, *heavier*, *more beautiful*, *nicer*, *noisier*, *shorter*, *taller*, *thinner*	plants: *flower*, *germinate*, *leaf*, *root*, *seed*, *shoot*, *soil*; *acacia*, *bean plant*, *daisy*, *lotus flower*, *orange tree*, *reed*, *rose*, *sunflower*, *tamarisk*, *special, dry, polluted air, rainwater, billion, proud, balcony, habitat* superlative adjectives: *biggest*, *heaviest*, *most beautiful*, *nicest*, *tallest*
Language	I eat vegetables and I exercise. I want to play football, but I hurt my leg. Prefix *re-*: *repaint*, *replant*, *remake*, *redo* *He repainted his house.*	*Crocodiles are more dangerous than fish.* *A fennec fox is smaller than a camel.* *A snake is more dangerous than a fox.*	*The sunflower is the biggest flower.* *What is the most beautiful flower?* Suffix *-ful*: *beautiful*, *careful*, *colorful*, *helpful*, *useful*
Reading	A dialog about food; a chinese folktale	A dialog about animals; fact files about animals; a fiction story about animals	A dialog about growing a tomato plant; a fiction story about a farm
Writing	researching, planning and writing a presentation	A fact file about an animal; a poster about a fennec fox	Explaining a process: the life cycle of a plant; a report about a plant
Speaking	A presentation about a place in Egypt	Discussion of animal facts; giving opinions; presentation of a poster	Giving opinions; presentation of a report
Listening	Interviews with children talking about their healthy routines	A dialog about animals; a fiction story about animals	A fiction story about a farm; the life cycle of a sunflower
Phonics	long and short vowels: *bag*, *cake*, *mom*, *nose*, *mix*, *rice*	sound discrimination /p/, /b/: *pear*, *bear*, *bee*, *pea*, *pin*, *beak*, *pelican*, *bird*,	/sl/, /sw/: *sleep*, *slice*, *slippers*, *swan*, *sweep*, *sweet*, *swim*, *switch*
Life skills	**Self-management:** eating healthily, living a healthy life	**Respect of diversity:** recognizing differences and similarities across species	**Critical thinking:** gathering and interpreting information; **Self-management:** managing resources **Respect of diversity :** appreciation of plant diversity
Values	**Appreciation of science** **Respect** **Tolerance**	**Respect** **Tolerance**	**Appreciation of science:** understanding the importance of plants
Issues and challenges	**Preventative and therapeutic health** **Non-discrimination issues**	**Environmental responsibility:** protecting our world	**Environmental responsibility:** protecting our world
Integrated cross-curriculum topics	**Math:** comparing large digits (ascending order)	**Science:** animals in different parts of Egypt **Math:** fractions (descending order)	**Social studies:** Egyptian habitats for plants **Math:** numbers up to a billion

Theme 2 Myself and others

	Unit 4 Where do you live? 	Unit 5 Where do you work? 	Unit 6 What do you do? 
Vocabulary	buildings: *house*, *apartment*, *tent*, *boat*, *school*, *hospital*, *office*, *shopping mall*, *supermarket*, *post office* prepositions of place: *above*, *behind*, *between*, *in*, *in front of*, *next to*, *on*, *under*	jobs: *bus driver*, *electrician*, *garbage collector*, *mail carrier*, *mechanic*, *plumber*; *blocks*, *faucet*, *pipe*, *screwdriver*, *tape measure* electricity: lighting, plug, socket, turn off, unplug	industry: *farming*, *fishing*, *tourism*, *education; farmer, librarian* verbs: *drive*, *fish*, *fix*, *help*, *teach*, *pick, guide, cut down* patient, encourage
Language	*Where's the hospital?* *The hospital is next to the school.* *Turn right. Go straight ahead. It's on the corner.*	*This is the socket the electrician is fixing.* *These are the plumber's tools.* *That's the water dripping from the faucet.* *Those are the mail carrier's parcels.* *An interview with an electrician.*	*What do you do?* *I work in the fishing industry.* *I buy and sell fish.* *Fishermen fish.* Prefix *dis-*: disappointed, *disappear*, *dislike*, *disagree* *She dislikes ice cream.*
Reading	A dialog about a home; a story about living on a boat	A text about workers in our community; a paragraph about being a mail carrier	Interviews about different jobs
Writing	Writing about a village or city; a poster about a person who helps us	A paragraph about the pros and cons of a job; a report about people who help you	A paragraph about a job; a poster about respect
Speaking	Describing home; discussion about the importance of helping others	Discussion about different jobs; giving opinions	Discussion about renewable and non-renewable resources; re-tell a story
Listening	Directions around a town	A story about 3 cousins	A text about jobs people do
Phonics	sound discrimination /f/, /v/: *fan*, *van*	word stress	sound discrimination: /i/, /e/: *tin*, *ten*; /æ/, /ʌ/: *ran*, *run*
Life skills	**Critical thinking:** understanding the importance of helping others	**Decision making:** jobs I want to do and why	**Accountability:** job responsibilities **Collaboration:** group work
Values	**Independence** **Participation**	**Respect**	**Respect**
Issues and challenges	**Loyalty and belonging**	**Community participation**	**Environmental responsibility**
Integrated cross-curriculum topics	**Social studies:** places in town; giving directions	**Social studies:** different roles in society; how science can improve people's lives **Math:** dividing numbers **Science:** electricity	**Math:** prime numbers

Let's remember!

LESSON 1

1 **What can you see in the photo? Look and say**



2 **Read and match the questions and answers**

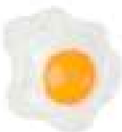
1 How tall is the Cairo Tower?
2 What would you like?
3 Where are you from?
4 What did you do yesterday?
5 How long is the Sphinx?
6 When's your birthday?

a I visited the bazaar. I bought a bag.
b It's 187 meters.
c It's on January 19th.
d I'm from China. I'm Chinese.
e It's seventy-three meters long.
f I'd like some water, please.

3 Look and write. What is the mystery word in yellow?

1


2


3


4


5


6


7


8


9


				1 b	r	e	a	d
				2				
				3				
			4					
5								
				6				
	7							
				8				
9								

The mystery word is: ___________

4 Look and write

bread, cereals, and potatoes fruit and vegetables
milk and dairy products meat and fish sugar and fats



1 ______________

2 ______________

3 ______________

4 ______________

5 ______________

5 What is a healthy diet? Look and say

LESSON 2

1 **Read and order**

April		March	
February		September	
June		December	
October		July	
August		May	
January	1	November	

2 **Listen, answer, and write**

3 **Listen, answer, and write**

1 

It's sunny

2 

3 

4 

5 

6 

7 

8 

4 **Write about your weekend. You can use the words below**

go see buy have

I went shopping last weekend. I ______

______

I ______

I had a great time!



5 **Read and add the correct capital letters**

hi! I'm shorouk! i live in alexandria. the

library of alexandria is a big and famous

library in my city. yesterday it was sunny. my

family visited the park

at the montaza palace.







UNIT 1



I feel good



In this unit I will ...

- listen, read, research, and write about foods and how to keep healthy.
- practice making sentences with *and* or *but*.
- read and listen to a Chinese fable.
- distinguish long and short vowels.
- talk about a place in Egypt.
- research and make a presentation.

Look, discuss, and share

Which fruits can you see in the picture?

What is your favorite fruit?

Do you think all of these fruits are grown in Egypt?



Did you know?

Did you know that in Japan you can buy a watermelon that looks like a pyramid?

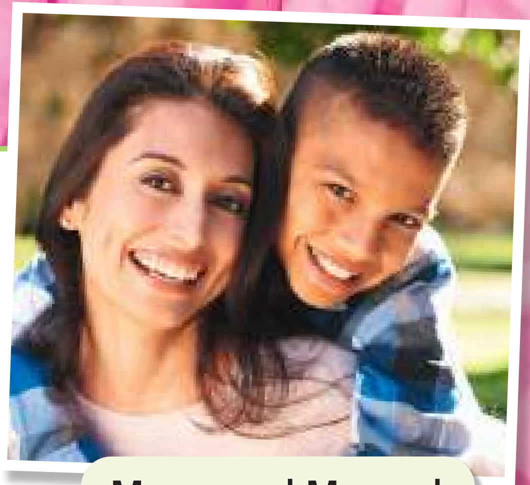
Find out

Which fruits do people grow in Egypt?

Share your answers with your partner.

UNIT 1

LESSON 1
FOOD AND DRINK



Mom and Maged

1 **Listen and read. Where are Mom and Maged?**

Mom: Lunch is ready. I made some special food for us.

Maged: Mom, it looks delicious!

Mom: Which food comes from our country, do you think?

Maged: I think we grow **rice** in Egypt.

Mom: Yes, that's right. What else?

Maged: Hmmm, I think we **raise** chickens in Egypt.



Mom: Yes, and tomatoes and **onions.** Egyptian farmers **produce** many things you see on this table. Let's eat!

Maged: Yum!

2 **Listen again and answer the questions**

1 What meal are they having?

a breakfast b lunch c dinner

2 What do Egyptian farmers produce?

a fruit and vegetables

b chickens

c both a and b

3 Maged thinks that Egyptian food is ____________

a healthy b yummy c both a and b

3 Look and write

bananas ~~chicken~~ grapes mangoes milk
onions potatoes rice sugarcane watermelon

1 
chicken

2 

3 

4 

5 

6 

7 

8 

9 

10 

4 Listen, check, and say

5 Ask and answer. Write in your notebook

What foods do we produce in Egypt?





We produce vegetables like…

Find out

What other animals do farmers raise in Egypt?

UNIT 1

LESSON 2
I AM HEALTHY

1 **Work in pairs. Discuss these questions**

1 Do you think you are healthy?

2 What healthy things do you do?

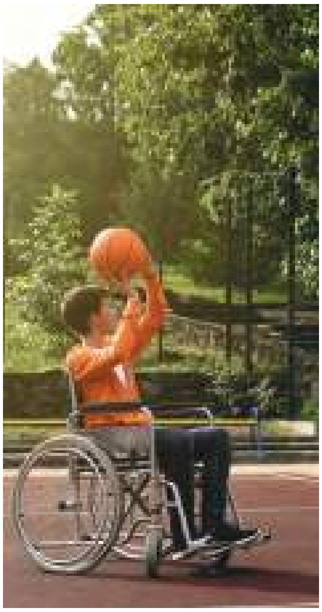
2 **Listen to Adam, Dareen, and Judy talking about being healthy. Label the photos**

1



____

2



____

3



____

3 **Listen again and answer the questions**

1 Who never drinks cola? ___________

2 Who plays football? ___________

3 Who doesn't eat candy? ___________

4 **Listen again and complete the sentences with *and* or *but***

1 I don't eat candy, __________ I eat fruit when I want something sweet.

2 I don't drink cola __________ other unhealthy drinks.

3 I play basketball __________ I play football in the park.

4 Dad is a scientist, __________ he likes looking at animals and plants.

5 It's a very interesting place, __________ it's very hot sometimes!

LANGUAGE FOCUS

We use *and* to add two ideas together:

I eat vegetables **and** I exercise.





We use *but* to contrast two ideas:

I want to play football, **but** my leg hurts.



5 **Write three sentences in your notebook with *and* or *but* about how you are being healthy. Share your sentences with a partner**

I practice basketball on Wednesday, and I walk home from school every day.

I love playing video games, but I only play them on Saturday.

LESSON 3
THE EMPTY POT: A FOLKTALE FROM CHINA

1 Look and describe the picture. How does the boy feel?

2 Read and listen. Where did Cheng live?



Cheng lived long ago in China. The most important man in China was the **emperor**. He lived in a beautiful **palace**. One day the emperor said, "There will be a **competition**. I will give a seed to each **gardener**. The one who can grow the most beautiful plant from the seed will be the next emperor."

"Take the pot and the seed. Plant it. " says the emperor. "Make it grow into a beautiful plant. Then bring the plant back to me."

Cheng was very good at growing things and looking after his garden. He put the seed in the sun and gave it water. But nothing happened. Cheng tried for weeks but no plant grew. The other gardeners had plants that grew.

At the palace, all the gardeners have beautiful plants.

"Where is your plant?" the emperor asks Cheng.

"I worked very hard. I watered it every day," says Cheng. "But it didn't grow."

"Then you win!" says the emperor. "The seeds I gave everyone were dead. The seeds cannot grow. Only you are good and **honest**. So you will be the next emperor!"

3 Circle the correct meaning

1 An **emperor** is someone who is like a

a king b farmer

2 A **palace** is where an emperor

a travels b lives

3 Someone who is **honest**

a does not lie b lies

4 In a **competition** someone tries to

a win b lose

4 Read and write True (*T*) or False (*F*)

1 Cheng was good at growing things. ☐

2 Cheng didn't like being in his garden. ☐

3 The emperor gave all the gardeners a seed to plant. ☐

4 Cheng's seed grew into a big, beautiful flower. ☐

5 Cheng looked after the seed, and gave it sun and water. ☐

6 Cheng was sad and took the empty pot to the emperor. ☐

7 Cheng wasn't the next emperor as his seed didn't grow. ☐

5 What is the moral of this story?

a Winning is very important.

b Honesty is more important than winning.

c Everyone should plant a seed.

PRONUNCIATION

6 Look at the pictures and complete the words

1 

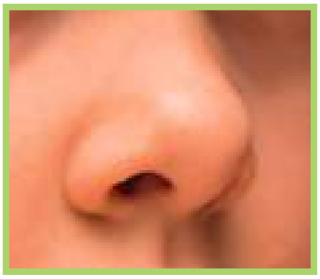
b__g

2 

c__k__

3 

m__m

4 

n__s__

5 

m__x

6 

r__c__

7 Listen and check. Then say

8 Read and change the verbs with *re*

The prefix 're' means 'again'.
The seeds didn't grow. Cheng wanted to **replant** them.

1 Ramez painted his house again.

He repainted his house.

2 Nada cleaned her bike again.

____

3 The chef made rice again.

____

4 Shaimaa did her homework again.

____

CLIL: MATH

Comparing large digits: Ascending order

Bassem wants to be healthy, so he walks 178,880 meters a day.

9 Look and say

544,432	five hundred, forty-four thousand, and four hundred thirty-two
178,880	one hundred, seventy-eight thousand and eight hundred and eighty

10 Put the correct sign (< , >, or =)

1	655,534	<	698,881
2	10,000,000		ten million
3	100,000,000		99,999,999

11 Arrange these numbers in ascending order

1 87,909 – 87,092 – 87,990

____

2 233,346 – 10,009 – 20,665

____

3 20,000 – 20,310 – 19,311

____

Find out

The numerical digits we use today 1, 2, and 3 are based on the Hindu-Arabic numeral system. This system was developed over 1000 years ago. Can you find the smallest five-digit number?

UNIT 1

LESSON 4 WRITING



Food from Damietta

The land in Damietta governorate is rich in nutrients. The farmers can grow rice, tomatoes, potatoes, wheat, lemons, grapes, and guavas.

Fishermen catch thousands of fish in the sea. Cows, goats, and sheep live in Damietta governorate, too. Domiati cheese is very famous.

About one and a half **million** people live in this part of Egypt. Life is good in Damietta!

1 Read and write *True* (T) or *False* (F)

1 Damietta has lots of food and animals. ______

2 The farmers grow a lot of fruit and vegetables. ______

3 The land in Damietta is not good for crops. ______

4 There aren't many lemons and grapes in Damietta. ______

5 Less than two million people live in Damietta. ______

2 Read the text and join the sentence halves

1 Damietta is famous

2 The animals you see

3 The farmers grow

4 About 1.5 million Egyptians

a live in Damietta governorate.

b tomatoes, potatoes, wheat, lemons, and guavas.

c for Domiati cheese.

d in Damieta are goats, cows, and sheep.

3 Work in groups. Choose another governorate

1. Write down everything you know about the place.
2. Think what information you need.
   - Where is it?
   - What do farmers produce there?
   - What is it famous for?
   - Who lives there?
3. Write 12 – 18 words.

4 Do some research and write what you learned

K What I Know	W What I Want to Know	L What I Learned
Farmers in Minya grow sugarcane.		

5 Decide how you will present your information, e.g. poster, Powerpoint, etc.

- Write your text
- Draw or glue your pictures



6 Work with a partner. Show your work. Ask for their opinion.

7 Think about which governorate is famous for planting rice.

UNIT 1

LESSON 5

PRESENTATION

1 **Practice your presentation with your group**

- Speak loudly so everyone can hear you.
- Show your poster or Powerpoint presentation.

2 **Show your presentation to the class**



3 **Listen and write. Share your ideas**

	Group 1	Group 2	Group 3	Group 4
What was interesting?				
What did you learn?				
Did everyone in the group speak?				

SELF-ASSESSMENT

4 Complete the letters to make food words

1

w__term__lon

2

ban__nas

3

p__tat__es

4

r__c__

5

m__ng__es

6

m__ __k

7

gr__p__s

8

o__io__s

9

sugarc__ __e

10

ch__cke__

5 Circle the correct word in each sentence

1 Faten loves ice cream **and / but** chocolate.

2 My brother is Egyptian, **and / but** his wife is French.

3 Waleed speaks English, **and / but** he can't speak Chinese.

4 We wash the potatoes **and / but** cut them into pieces .

6 Think about Unit 1

Write two things you enjoyed.

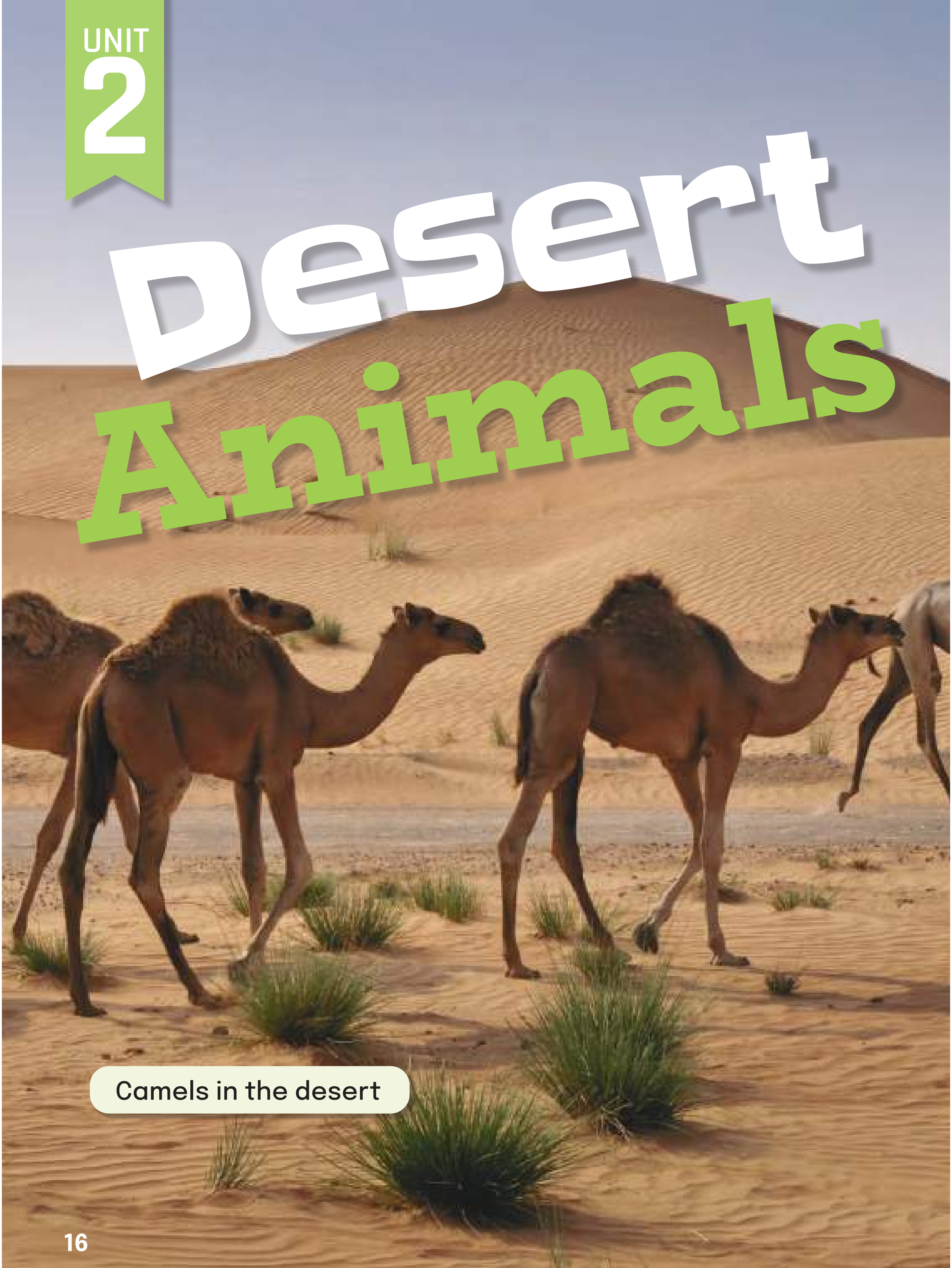
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Write two things you learned.

____

UNIT 2

Desert Animals



Camels in the desert



UNIT 2

In this unit I will ...

- listen, read, research, and write about desert animals.
- practice making comparisons.
- listen to a short story.
- learn about the difference between the /p/ and /b/ sounds.
- describe two animals.
- write a fact file.
- research and make a poster.

Look, discuss, and share

What is this place? Which animals live here?

Did you know?

The Sahara Desert covers large parts of ten countries in Africa. It is very big, but Antarctica is bigger!

Find out

How big are the Sahara Desert and Antarctica? What kind of animals live in both? Share your answers with your partner.

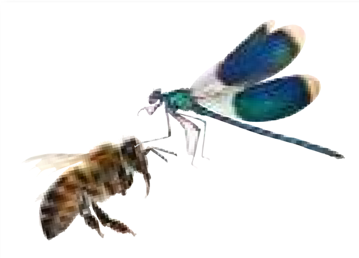


UNIT 2

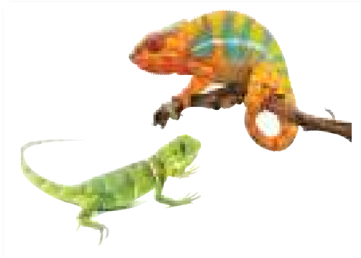
LESSON 1
ANIMALS IN EGYPT

1 Match the words to the pictures

birds | lizards | insects







2 Listen and read. Are snakes and crocodiles important?



Mom: Look at all these animals that live in our country.

Sara: Look at the crocodile, it's **huge**!

Tarek: Huge and **scary**!

Sara: I think the spider is scarier.

Mom: Yeah, but spiders are very **helpful**. They eat insects. Farmers like spiders.

Sara: OK, what about the snake and the crocodile? They're **dangerous**, aren't they?

Mom: Yes, that's true, but they do a very important job. They eat insects, birds, and lizards. This **controls** the number of these small animals. We sometimes think some animals are scary or ugly, but they are all important.

3 Listen and say. Then write

fennec fox   crocodile   snake   spider   camel

1 ____________



2 ____________



3 ____________



4 ____________



5 ____________



4 Listen again and answer

Which animals do Mom, Tarek, and Sara **not** talk about?

____

5 What do you think?

1 Which animals are scary?
2 Which animals are dangerous?
3 Which animals are cute?
4 Only cute animals are important. Do you agree?

I think crocodiles are scary, but they control the numbers of small animals.

LESSON 2
AMAZING DESERT ANIMALS

1 **What do you know about camels? Discuss with your partner**

2 **Read about camels and check your answers. What is surprising about camels?**

Camels are **amazing**! They're **beautiful**, strong animals. They help us to carry things and people to cross the desert. Their milk is **delicious**. We can use their fur to make clothes!

Camels are **perfect** for the desert. Here's why:



Camels have **large**, **flat feet** so they can walk on the sand.



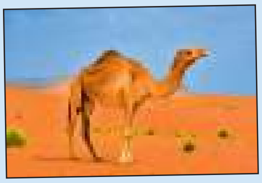
Camels can live without water for a long time.



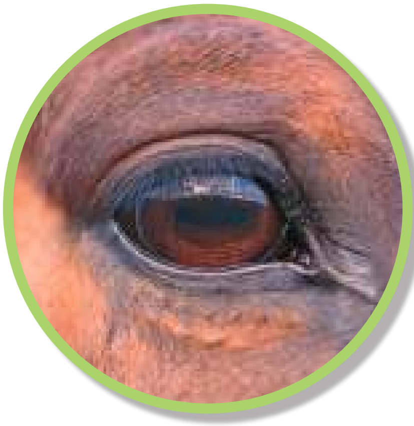
Camels have special ways to close their noses and eyes to stop the sand from coming in.

But be careful! Camels are very **noisy** and they can get angry.

3 Look at the fact file and read the differences between horses and camels

	Horse 	Camel 
How tall is it?	1.4 – 1.8 m	1.8 – 2.0 m
How heavy is it?	380 – 550 kg	400 – 650 kg
How fast is it?	88 kph	65 kph
How long does it live?	25 - 30 years	40 years

Horses have large, beautiful eyes.



Horses eat grass and drink fresh water.





Horses can live in the desert, but they need people to look after them.

4 Read and answer *T* (True) or *F* (False)

1 Horses are slower than camels. F

2 Camels are taller than horses. ☐

3 Horses are heavier than camels. ☐

4 Camels live longer than horses. ☐

5 **Read again, and underline the long adjectives**

6 **Listen and complete the table**

tall	taller
....	heavier
fast	....
....	bigger
beautiful	more ....
delicious	.... delicious
....	shorter

LANGUAGE FOCUS





A mouse is **smaller** than an elephant.

To make a comparative adjective, we add -*er* to the short adjective.
strong - strong**er**
old - old**er**

Some adjectives have special rules:

Adjectives with 1 vowel and 1 consonant at the end:
thin – thin**ner**
Dogs are **thinner** than elephants.

Adjectives that end in -*y*:
noisy - nois**ier**
Parrots are **noisier** than spiders.

Adjectives that end in -*e*:
nice - nice**r**
I think cats are **nicer** than dogs.

7 Write sentences to compare

1 (snake / fox / dangerous)

A snake is more dangerous than a fox.

2 (elephant / hippo / big)

3 (horse / giraffe / tall)

4 (crocodile / fish / dangerous)

5 (camel / fennec fox / small)

6 (ice cream / butter/ delicious)

Think!

What do you think? Are camels more beautiful than horses?

Find out

What's in a camel's hump?

Tip!

To make comparatives, long adjectives stay as they are, but we add *more* before the adjective.

Crocodiles are ***more*** *dangerous than fish.*



LESSON 3
THE PELICAN AND THE BEAR

1 Look at the pictures and say

Describe the bear.

Describe the pelican.



/p/ pelican



/b/ bear

2 Read and listen. Where is the fish at the end of the story?

The Pelican and the Bear

A pelican and a bear are in the river. They are very hungry. They are both looking at a big, juicy fish.
The bear reaches for the fish. It lifts its **paw**.
The pelican opens its beak. It is ready to take the fish out of the water.
The bear sees the pelican. The pelican sees the bear.
"Excuse me," the pelican says, "that's my fish."
The bear is surprised and angry. "Pelican, look at my **claws**. Now look at my teeth. That's my fish."
The pelican looks scared. "I'm sorry, Bear," it says sadly.
The bear is stronger than the pelican.
The bear looks at the pelican. "How do you feel, pelican?" he asks.
"I feel hungry," says Pelican.
"I'm bigger and stronger than you," says Bear.
"But I think you are hungrier than me. You can have the fish."
"Thank you, Bear!" says Pelican. "You are kinder than all the other bears!"





3 Work with a partner. Ask and answer

1 Which animal reaches for the fish first?
2 Which animal is angry?
3 Which animal is hungrier?
4 How do you think the bear feels at the end of the story?

4 Do you like the story? Explain your answer

fun interesting OK boring I don't understand

5 Think and write

1 Which animal is stronger, the bear or the pelican? Why?

2 Which animal is kinder, the bear or the pelican? Why?

Think!

Work with a partner. Read and answer

1 Was the bear right to give the pelican the fish? Why?
2 Think of an example when you were kind to someone, or when someone was kind to you. What happened?

UNIT 2

PRONUNCIATION

6 **Listen and say. Then match**

bird   peas   bear   pin

1


2


3


4


5


6


7


8


pelican   pear   beak   bee

7 **Write the words in the correct column. Listen and check**

/p/	/b/
pelican	

CLIL: MATH

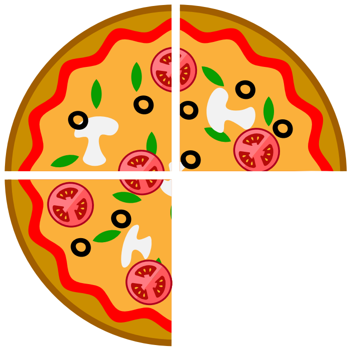
8 Look and read

numerator → $\frac{1}{4}$ ← denominator

9 Look and put in descending order



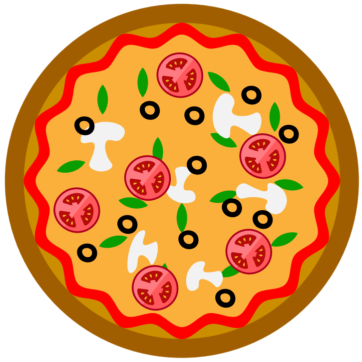
$\frac{1}{4}$



$\frac{3}{4}$



$\frac{1}{2}$



$\frac{1}{1}$



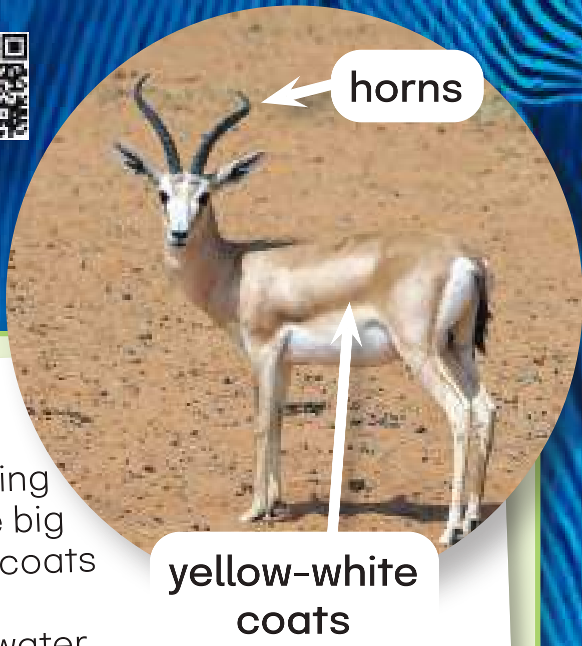
Did you know?

We use fractions in everyday life. For example, here's a simple milkshake recipe: $\frac{1}{2}$ a glass of milk, $\frac{1}{4}$ cup of banana, $\frac{1}{4}$ cup of vanilla ice cream.

UNIT 2

LESSON 4 WRITING

Animal fact file



Rhim gazelle

Rhim gazelles look very beautiful. They live in the Sahara Desert, and they walk around looking for grass, leaves and plants to eat. They have big ears and long **horns**. They have yellow-white coats which protect them from the sun.
Like camels, they don't need to drink a lot of water.

How long is a rhim gazelle's horn?	20 – 30 cm
How heavy is a rhim gazelle?	20 – 30 kg
How long does it live?	about 14 years
What color is its coat?	yellow-white

1 Read the text quickly and answer *T* (True) or *F* (False)

1. Rhim gazelles live near the sea. F
2. Rhim gazelles eat plants and leaves. ___
3. Rhim gazelles have short horns. ___
4. Rhim gazelles have dark-colored coats. ___
5. Rhim gazelles live for about 14 years. ___

2 Think about an animal you like. Make a chart and find out

1. Write down everything you know about the animal.
2. Think what information you need.
   - What do they eat?
   - Where do they live?
   - How heavy are they?
   - Why are they special?

3 **Do some research and write what you learned**

K What I Know	W What I Want to Know	L What I Learned
Dolphins are not dangerous. They are not fish.		

4 **Use the information from the chart you made and write about your animal**

Make sure to include interesting facts about the animal. Look at the fact file on page 28 for ideas.

Animal fact file

5 **Finish and check**

Find or draw a picture for your fact file.

Did you answer all the questions in Exercise 2?



This is my fact file. What do you think?

6 **Work with a partner. Show your fact file. Ask for their opinion**

UNIT 2

LESSON 5 PROJECT

A poster about an Egyptian desert animal

1 Work in groups. Think and research

Find an Egyptian desert animal.

- Where does it live?
- What does it eat?
- Why is it special?

2 Read and do

1. Draw or find some pictures you can use.
2. Make your poster.

The fennec fox

The fennec fox lives in the deserts of North Africa. It is smaller than other foxes. It is 20 centimeters high. It weighs around 1 kilogram. It is 30 – 40 centimeters long. Its ears are big, really big!

The fennec fox needs big ears to hear insects and small animals.

The fennec fox eats insects, lizards, and small mice.

During the day, it is hot in the desert. The fennec fox loses heat from its ears. At night it is cold. The fennec fox's thick fur keeps it warm.



3 Present

Have a class exhibition. Tell your friends one thing you like about their poster and one suggestion.

SELF-ASSESSMENT

4 **Do you remember the names of these animals and parts of the body? Look and write**



1 ________



2 ________



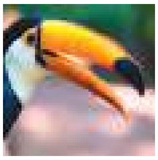
3 ________



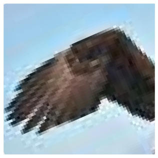
4 ________



5 ________



6 ________



7 ________



8 ________

5 **Make comparisons. Use the adjectives to help you**

1 cat / mouse (heavy) *The cat is heavier than the mouse.*

2 giraffe / lion (dangerous) ________________

3 $\frac{1}{2}$ / $\frac{1}{4}$ (big) ________________

4 cell phone / laptop (small) ________________

5 bike / car (fast) ________________

6 **Do you remember? Read and write**

1 What do pelicans eat? ________________

2 Why is a camel's foot special? ________________

3 Why do rhim gazelles have yellow-white coats?

____

7 **Think about Unit 2**

Write two things you enjoyed.

____

____

Write two things you learned.

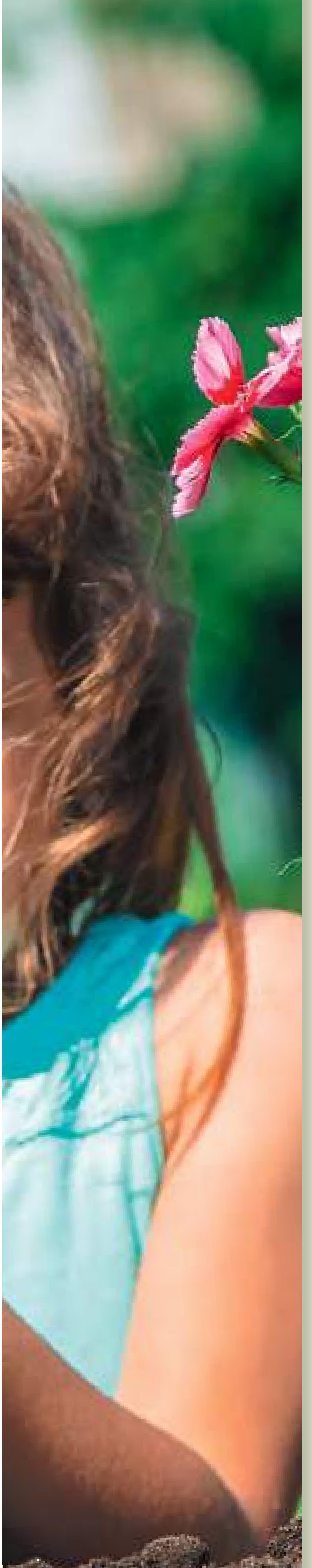
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UNIT 3



Why do we grow plants?



UNIT 3

In this unit I will ...

- listen, read, research, and write about plants and how they help us.
- practice making sentences with the superlative.
- read, listen to, and understand a short story.
- learn about and say words with the consonant blends /sl/ and /sw/.
- write the life cycle of a sunflower.
- research and write a short report.

Look, discuss, and share

Where is the girl?

What is she doing? Why?

Why do we grow plants?



Did you know?

Did you know that we eat this cacao seed? Chocolate comes from this plant.

Find out

What other seeds can we eat?

Share your answers with your partner.

UNIT 3

LESSON 1
PLANTS AND SEEDS

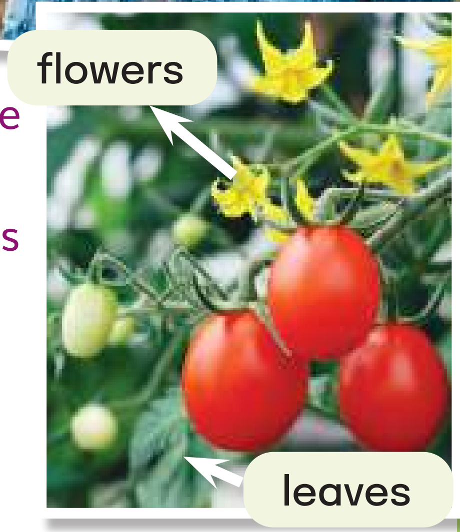


1 Listen and read

Dad: Come and look!

Seleem: What is it, Dad?

Dad: Our tomato plants are growing on the **balcony**! Look, can you see the leaves and the flowers?



Seleem: Oh yes, but why are the tomatoes green?

Dad: Tomatoes are green before they are red.

Seleem: How do we grow new tomatoes?

Dad: Tomatoes have seeds inside.
We can take the seeds and grow new tomatoes!
We plant a seed and the plant grows. That is called **germination.** We **water** the plant every day, and the roots grow under the soil. The plant grows flowers and the flowers become tomato fruits.

Seleem: That's awesome! And I found a red tomato! Let's have it for lunch!

2 Listen again and answer the questions

1 Where are Dad and Seleem? ___________

2 What are they talking about? ___________

3 What do they want to do next? ___________

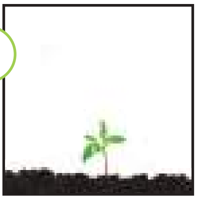
3 Listen and say. Then match

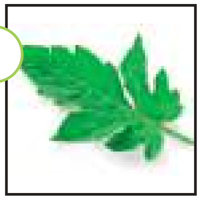
a 

b 

c 

d 

e 

f 

1 shoot

2 soil

3 root

4 leaf

5 seeds

6 flower

4 Look and complete

leaf roots ~~seed~~ shoot soil



1 *seed* ____________

2 ____________

3 ____________

4 ____________

5 ____________

Tip!

leaf 

leaves 

5 Listen and check

6 Work in pairs. Answer the question

Why do you think a plant dies?

LESSON 2
PLANTS IN EGYPT

1 **Read about plant habitats and label the photos**

Tip!

A habitat is a place where living things live and grow.

1


____

2


____

3


____

Agricultural habitat
Farmers work here. They grow food for us to eat.

Rivers and lakes
Plants near rivers and lakes need a lot of water.

Desert habitat
There is not much rain here. Plants that live in the desert do not need a lot of water.

2 Where do these plants live? Complete the table



lotus flower



tamarisk



bean plant



reed



acacia



orange tree

River or lake	Agricultural	Desert
1 lotus flower	3	5
2	4	6

3 Work with a partner. Discuss these questions

1 Where do you live?

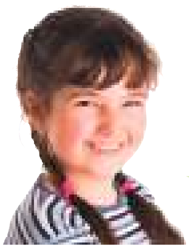
2 Is where you live a desert or agricultural habitat? Is there a river or lake?

3 Which plants grow where you live?

4 Look at the fact file and compare

	daisy 	rose 	sunflower 
How big is the flower?	2.5 – 5 cm	about 6 cm	7.5 – 15 cm
How tall is it?	10 cm	60 cm	1 – 3.5 m
How long does it live?	around 6 days	around 10 days	around 2 weeks
How heavy is it?	around 20 g	around 50 g	around 200 g

5 Look at the fact file again and read the differences between the flowers



The rose is taller than the daisy. The sunflower is taller than the rose. The sunflower is the tallest flower.

6 Read and answer *T* (True) or *F* (False)

1 The rose is smaller than the daisy. ☐

2 The sunflower is taller than the daisy. ☐

3 The sunflower is the biggest flower. ☐

4 The rose lives the longest. ☐

5 The daisy is the heaviest. ☐

LANGUAGE FOCUS

To make a superlative adjective we add -*est* to the adjective.
tall – taller – the tallest
Some adjectives have special rules:

Adjectives with 1 vowel and 1 consonant at the end
big – big**ger** – the big**gest**
My cat is **the biggest** on our street.

Adjectives that end in -*e*
nice - nice**r** - the nice**st**
My city is **the nicest** place to live.

Long adjectives
beautiful – more beautiful – the most beautiful
I think a rose is **the most beautiful** flower.

Adjectives that end in -*y*
heavy – heav**ier** – the heav**iest**
I have **the heaviest** suitcase.

7 Write sentences to compare these plants and animals

1 (cat / snake / fox / scary)
A fox is scarier than a cat. A snake is scarier than a fox. A snake is the scariest animal.

2 (maize / bean / eggplant / delicious)

3 (grape / orange / lemon / big)

4 (bee / beetle / butterfly / beautiful)

8 What's the most beautiful flower? Ask and answer with your partner

UNIT 3

LESSON 3
LUCAS AND HIS FARM

1 Look at the photos. What can you see? What do you think the story is about?







2 Read and listen. Who is Lucas?

Lucas and his farm

Lucas lives on a farm in the United States. It is a very **special** farm. Forty years ago, the land was very **dry**. There were no farms. No one wanted to live there.

Lucas's grandparents lived in the city, but they didn't like it. They didn't like the **polluted air** and the noise. They wanted to have a farm. They decided to buy some land.

At first, life was very difficult. They worked very hard and they planted millions of seeds. They used **rainwater** to water the seeds. They needed about **a billion** liters of water a year.

They grew many fruits like oranges and lemons. They brought animals to the land. They planted trees and flowers.

Today, Lucas lives on the farm with his mom and dad. They are very happy and they have a good life. They are very **proud** of Lucas's grandparents. They used plants to make the land green.

3 Work with a partner. Answer the questions

1 Why did Lucas's grandparents plant seeds?

2 How did Lucas's grandparents change the land?

3 Why do you think Lucas likes the farm?

4 Do you like the story? Explain your answer

boring OK interesting I don't understand

5 Work with a partner. Why is it important to turn desert land into farmland? Check the options you think are appropriate

- to get more crops ☐
- for better weather ☐
- to get more money ☐

6 Complete the sentence. Add two more sentences.

Farms are good for the land because ______________________

Think!

Work with a partner. What do you think was the most difficult thing for Lucas's grandparents to do? Why?



CLIL: MATH



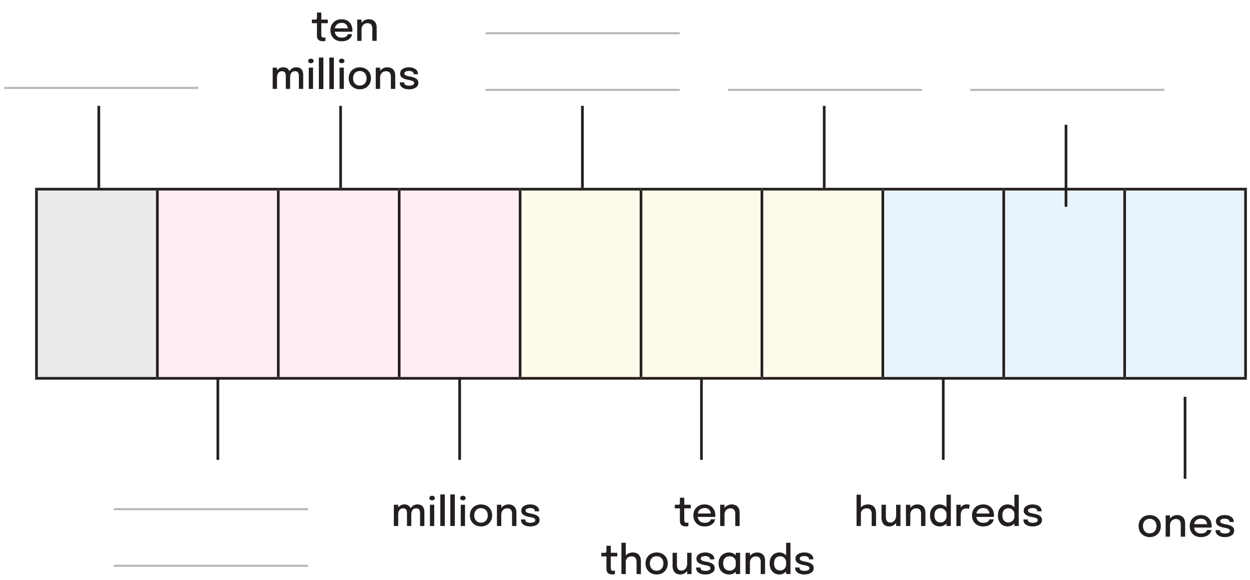
Egypt wants to plant more than 100 million palm trees across the country. This means we need to plant **billions** of seeds.

A billion is a thousand million: 1,000,000,000.

7 Look and label the diagram with the correct numbers

billions hundred millions hundred thousands tens thousands

Large numbers up to billions



8 Read and match

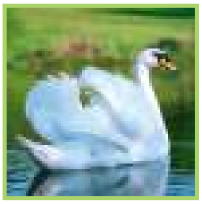
1 1,000,000,000
2 100,000,000
3 1,000
4 100,000
5 10,000

a a thousand
b ten thousand
c a billion
d a hundred million
e a hundred thousand

PRONUNCIATION

9 **Match. Listen and check**

swim   slice   swan   slippers

1 
2 
3 
4 
5 
6 
7 
8 

sweets   sweep   sleep   switch

10 **Listen, check, and say**

11 **Find the words in the box. Check the meaning of the words in a dictionary**

Tip!

We use the suffix *-ful* at the end of many adjectives. It means *full of*.

~~beautiful~~
careful
colorful
helpful
useful

s	l	i	h	e	p	y	u	c	m
c	a	r	e	f	u	l	i	o	w
e	s	t	l	r	g	b	w	l	h
d	w	s	p	a	n	r	t	o	t
u	s	e	f	u	l	d	u	r	d
e	h	i	u	s	w	i	t	f	h
u	p	m	l	n	g	e	o	u	b
b	e	a	u	t	i	f	u	l	e

UNIT 3

LESSON 4 WRITING

1 Listen and read about the life cycle of a sunflower

1



First, you plant the sunflower seed in soil. You put it in sunlight and water it.

2



Next, the seed **germinates** and it starts to grow roots under the soil.

3



After that, the shoot grows above the soil. It grows leaves. It gets taller.

4



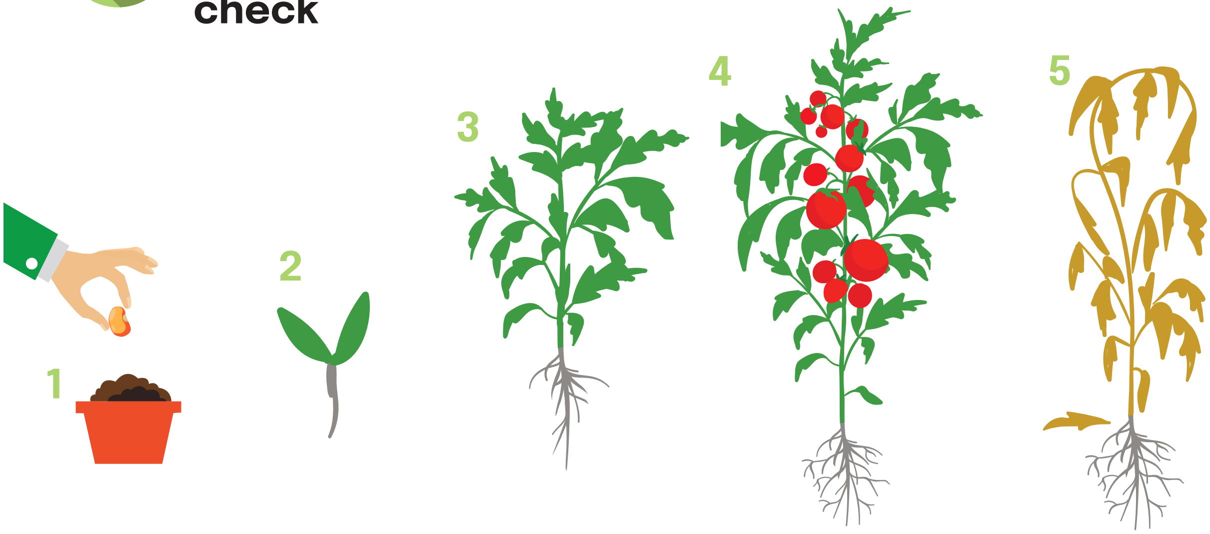
After about 4 months, the sunflower opens and faces the sun.

5



Finally, the sunflower dies and drops its seeds. The process begins again.

2 **Order the life cycle of a tomato. Then listen and check**



a Finally, the tomato plant dies and drops its seeds. The process begins again. ☐

b After that, the shoot grows above the soil. It grows taller. ☐

c Next, the seed germinates, and it starts to grow roots under the soil. ☐

d First, you plant the tomato seed in soil. You put it in sunlight and water it. 1

e After a few weeks, the plant grows leaves, flowers, and tomatoes. ☐

3 **Choose a plant. Write about the life cycle of the plant. Write 12 – 18 words**

Find out

Why do farmers grow sunflowers? What do sunflowers produce?



LESSON 5 PROJECT



A REPORT ABOUT A PLANT

1 Work in groups. Think and research

Find an Egyptian plant.

- Why is it an important plant?
- What does the plant need?
- Where does it live?

2 Read and do

1. Draw or find some pictures you can use.
2. Make your report with your group.

Papyrus

Papyrus is a very special plant. It is famous because Ancient Egyptians used papyrus to make paper. They also made sandals and baskets from papyrus.

Papyrus needs a lot of water and warm weather to grow quickly. It grows in the Nile Delta near the river.





3 Present

Have a class exhibition. Tell your friends one thing you like about their report and one suggestion.

SELF-ASSESSMENT

4 Do you remember the names for these parts of a plant? Look and write

1  ________
2  ________
3  ________
4  ________
5  ________
6  ________

5 Look and make superlative sentences

1 tall / land animal / giraffe *The giraffe is the tallest land animal.*

2 heavy / land animal / elephant

____

3 nice / I think / Eman / person

____

4 I think / is / delicious / food / *koshari*

____

5 big / animal / blue whale

____

6 I think / is / dangerous / animal / lion

____

6 Do you remember? Read and write

1 Name two habitats you know. ________________

2 Which part of the plant grows underground?

____

7 Think about Unit 3

Write two things you enjoyed.

____

____

Write two things you learned.

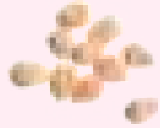
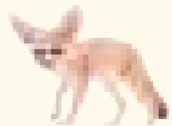
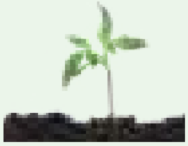
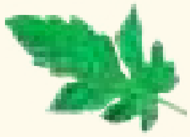
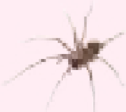
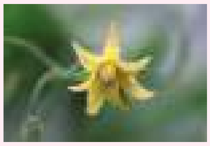
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REVIEW 1

1 Listen and write

Start →

 1 ______	 2 ______	 3 ______	 4 ______
 8 ______	 7 ______	 6 ______	 5 ______
 9 ______	 10 ______	 11 ______	 12 ______
Finish	 15 ______	 14 ______	 13 ______

2 Play and say

3 Listen and write the words you hear. Then match

1 n*ose*______

2 c______

3 m______

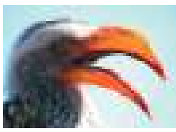
4 s______

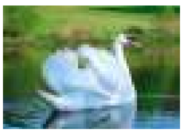
5 s______

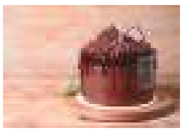
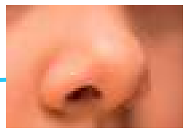
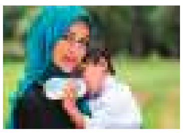
6 s______

7 p______

8 b______



4 Complete the sentences with verbs with 're'

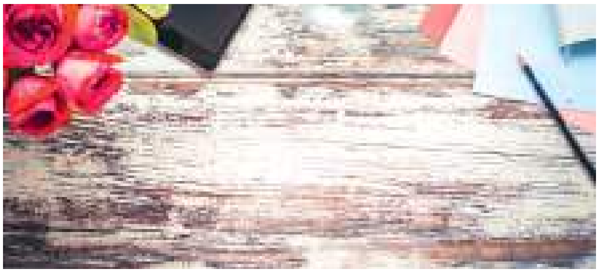
paint make clean do



1 I need to redo my homework.



2 The kitchen was clean this morning, but now I need to ______ it.



3 I need to ______ my garden table.



4 I burnt the pancakes – I have to ______ them.

5 Complete the table

1 ______	taller	the tallest
big	2 ______	3 ______
heavy	4 ______	the heaviest
5 ______	6 ______	the most beautiful
delicious	7 ______	8 ______

6 Read and write the correct form of the comparative or superlative verb

1 I think the cheetah is (fast) animal.

____

2 An elephant is (big) than a mouse.

____

3 I think beans are (delicious) than potatoes.

____

7 Look and complete with the words in the box

close desert drink flat fur important milk sand strong

I love camels. They are very 1 __________ animals in Egypt. They are 2 __________ and they can carry people and things across the 3 __________.



They are tall animals, with thin legs. Their 4 __________ is delicious and we can use their 5 __________ to make clothes.

Camels are good animals for the desert because they don't 6 __________ a lot of water. Their feet are 7 __________ so they can walk on sand in the desert. They can 8 __________ their noses and eyes to stop the 9 __________ from coming in.

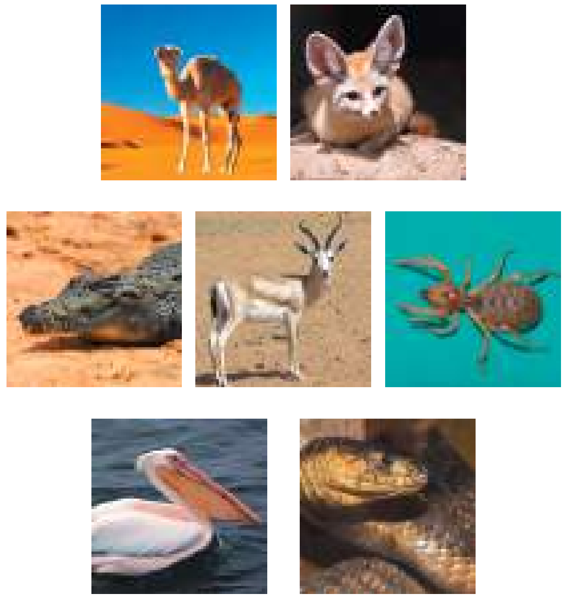
SELF-ASSESSMENT

Now I can...

1 **say food and drinks**



2 **say desert animals**



3 **say parts of a plant**



4 **say these sounds**

long vowels   home, snake

short vowels   pan, mom

p   pea, pin

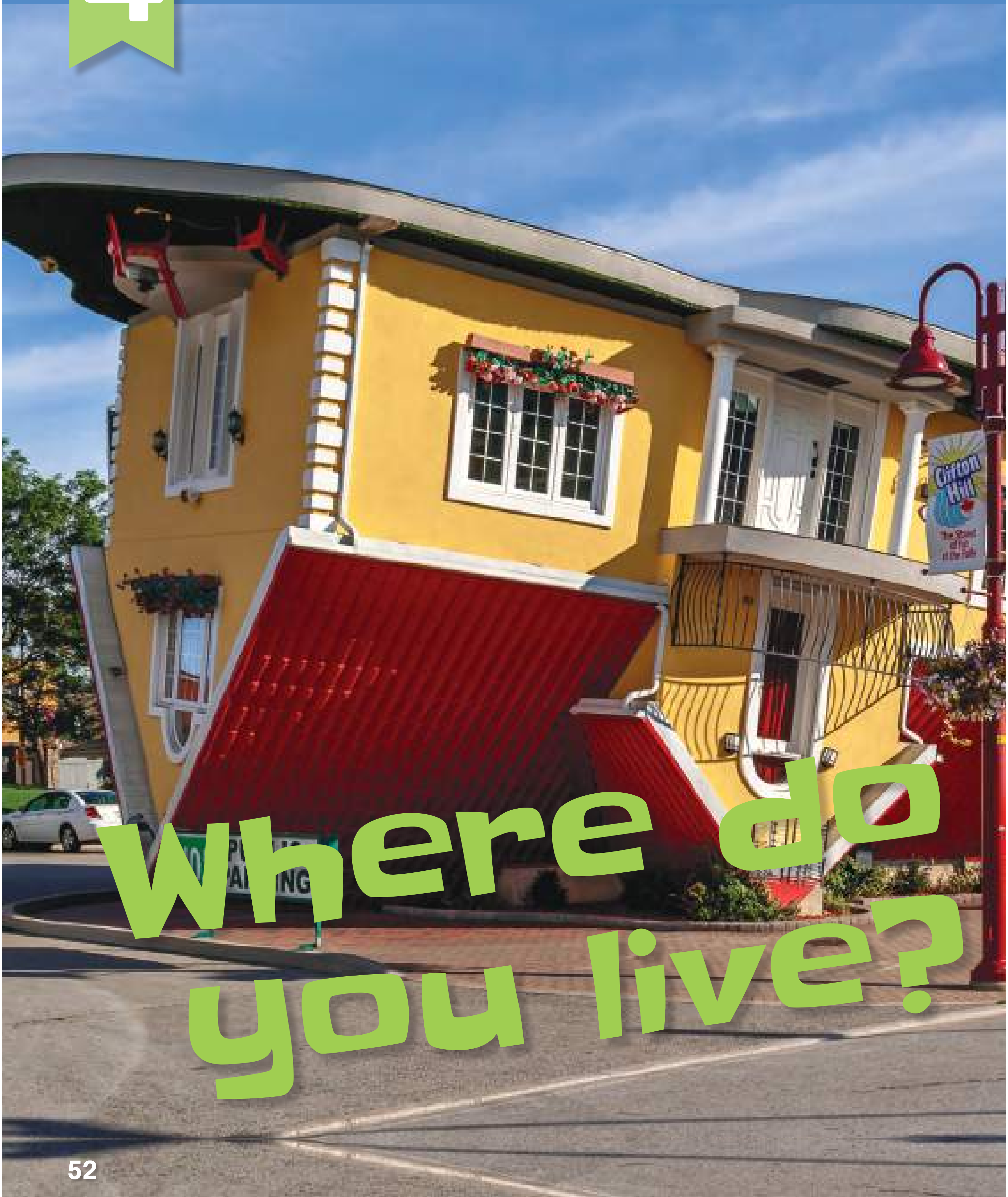
b   bear, bird

sl   slice, sleep

sw   swan, sweet

UNIT 4

Ontario, Canada



Where do you live?



UNIT 4

In this unit I will ...

- listen, read, research, and write about different houses and places in a town.
- practice making sentences with prepositions.
- read and listen to a short story.
- learn about and say words with /f/ and /v/.
- write a short article about your village or city.
- research and make a poster.

Look, discuss, and share

Why is this house **unusual**?

Do you think it is in the city or the country? Why?

Would you like to live in an unusual house? Why?

Did you know?

Canada has some very unusual houses. Some houses look like a cube. Other houses are made of ice.

Find out

Are there any unusual houses in Egypt? Where?

Share your answers with your partner.

UNIT 4

LESSON 1 AT HOME



1 **Listen and read. Where are Mom and Talia?**

Mom: Look at our lovely new **apartment**!

Talia: It's fantastic!

Mom: Which is your favorite room?

Talia: For me it's my bedroom. I can **relax** and do my homework quietly.

Mom: My favorite is the living room with the **balcony**. I can see the whole street! Talia, can you help me **organize** the kitchen?

Talia: That sounds good, let's do it!

2 **Listen again and answer the questions**

1 What are they talking about? ______________________

2 What is Mom's favorite room? Why? ______________________

3 **Look and match**

1 kitchen [c]

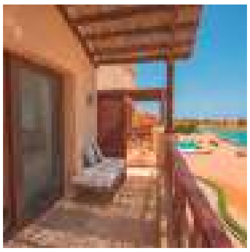
2 bedroom [ ]

3 bathroom [ ]

4 living room [ ]

5 dining room [ ]

6 balcony [ ]

a 

b 

c 

d 

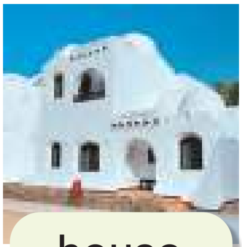
e 

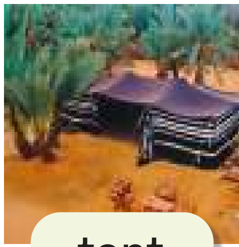
f 

4 **Listen and say the correct room**

5 Look and read. Then complete

1 My aunt moved to a new __________ with her family. They are very happy because they have a big balcony.


house


tent

2 My friend and her family live on a __________. It's small, but she loves living on water.


apartment

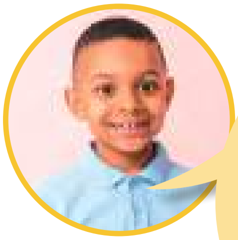

houseboat

3 In the desert, some people live in a __________. This home is made of cloth.

4 I love living in a __________ because it is a big building. My grandparents live with us. I can play outside with my brother and sister.

6 Listen and check

7 Work with a partner. Describe your home



I live in an apartment. My favorite room is the living room. I play games with my brother in the living room. Where do you live?



I live in a house. There is a living room and three bedrooms.

LESSON 2
WHERE IS IT?



1 **Read and listen. Answer the question**

My name's Zain. I live in a village **next to** the Nile. I live in a house with my family.

Our house is not the biggest in the village. It is **between** a yellow house and a brown house. There are tall trees **behind** the house.



Which house does Zain live in? ____________

2 **Look, listen, and say**

1

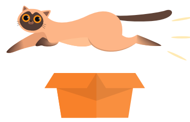
on

2

in

3

under

4

above

5

next to

6

between

7

behind

8

in front of

3 Look and complete the sentences

1



The tent is next to ________ the car.

2



There's a plant ________ the couch.

3



The pink house is ________ the red house and the yellow house.

4



There are 4 chairs and a table ________ the balcony.

5



The trees are ________ the apartments.

LANGUAGE FOCUS

We use prepositions of place to say where something is:

The kitchen is *next to* the living room.

The couch is *in* the living room.

My house is *between* the tall house and the tree.

4 Look, listen, and say

1

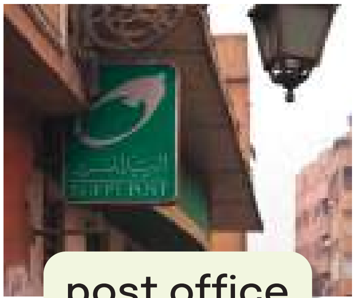
school

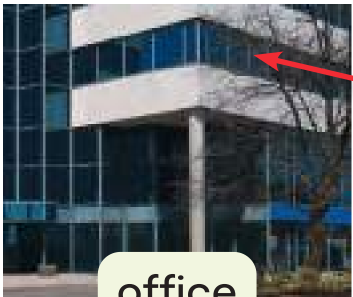
2

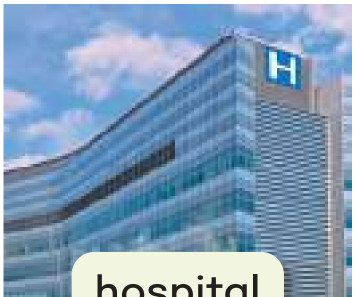
supermarket

3

shopping mall

4

post office

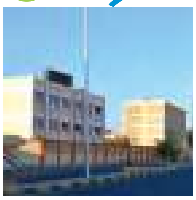
5

office

6

hospital

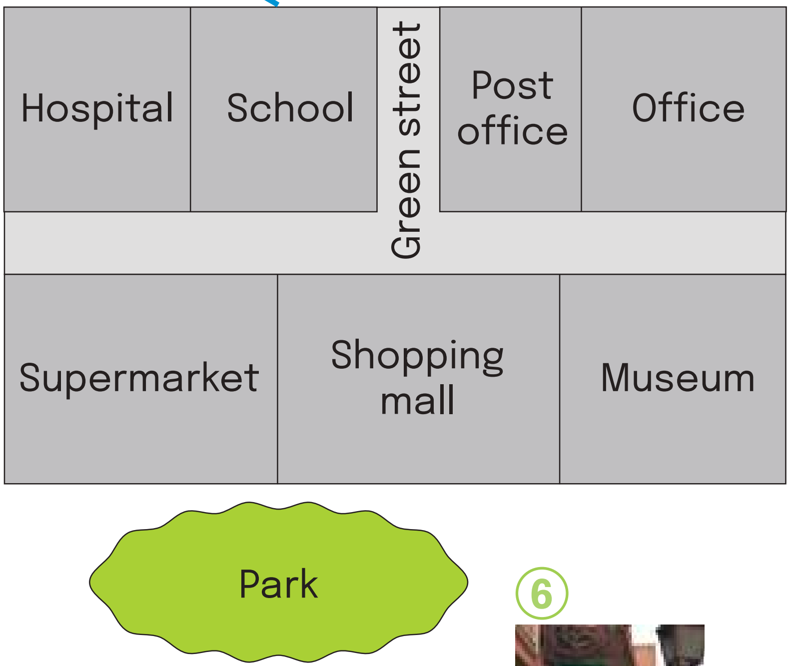
5 Read and match

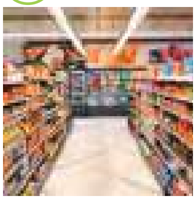
1 where we buy food	a office
2 where we send letters	b supermarket
3 where I learn	c shopping mall
4 where I buy clothes and shoes	d school
5 where my mom and dad work	e hospital
6 where we go when we are sick	f post office

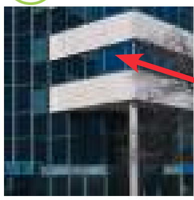
6 Look and connect

1


2

3


4


5


6


7


7 Where is it? Look at the map and make sentences

1 hospital / school

The hospital is next to the school.

2 shopping mall / supermarket / museum

3 Green Street / school / post office

4 the park / the shopping mall

8 Look and say. Make more sentences about the map



LESSON 3
GIVING DIRECTIONS

1 Read and listen to the directions

1

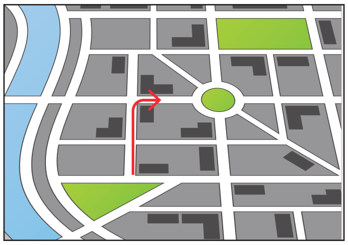
Go straight ahead.

2

Turn left.

3

Turn right.

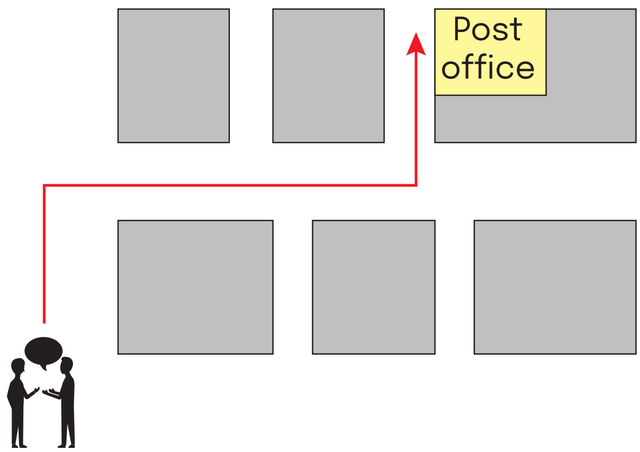
4

Take the second right.

5

It's on the corner.

2 Read and put the directions in the correct order

- [ ] Take the second left.
- [ ] Thank you!
- [1] Excuse me, where's the post office?
- [ ] Turn right.
- [ ] Go straight ahead.
- [ ] It's on the corner.



3 Listen and check

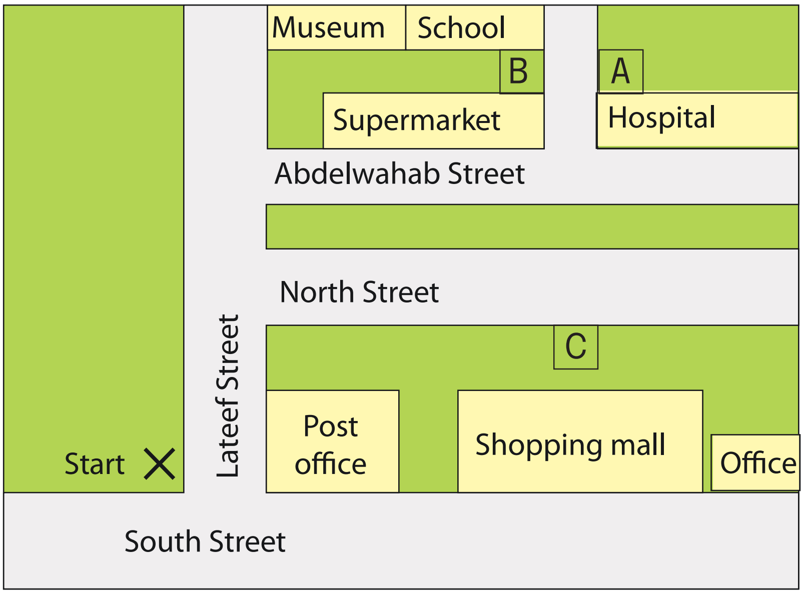
4 **Dina is going to visit her friend Fareeda. Read and follow the directions. Does Fareeda live in house A, B, or C?**

Hi Dina!

I'm so happy you are coming to my house today. Here are some directions. From the corner of South Street with Lateef Street, go straight ahead. Take the second right to Abdelwahab Street. Go straight ahead. Turn left at the supermarket. My house is between the supermarket and the school.

See you soon!

Fareeda



Fareeda lives in house __________.

5 **Work with a partner. Look at the map and give directions. Which place is it?**



From the corner of South Street and Lateef Street, go straight ahead. Turn right on Abdelwahab Street. It's on the left.

It's …



UNIT 4

LIVING ON A BOAT

1 **Read and listen. How did Sherif's dad help the small child?**



My friend Sherif lives on a boat in the summer. His parents work on tourist boats so he goes with them. They travel up and down the Nile.

He likes the summer very much. He sees many interesting places and he meets people from all over the world. He speaks English and Chinese with the tourists.

One day, the boat stopped and Sherif saw some children playing. Suddenly a small child fell into the river! The child shouted "Please help me!"

Sherif called his dad. Sherif's dad saw the child and jumped into the river. He swam and saved the child! The child smiled and said. "Thank you so much!"

Sherif was very happy, but he also decided to learn to swim.

2 **Read again and write *T* (True) or *F* (False)**

1 Sherif lives in a city in the summer. ☐

2 Sherif can speak English and Chinese. ☐

3 The small child fell into the river. ☐

4 Sherif jumped into the river. ☐

3 **Answer the following questions**

1 Why is it important to help others?

2 Do you think it's important to know how to swim? Why?

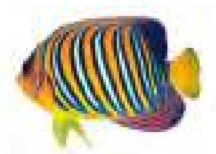
4 Do you like the story? Explain your answer

fun interesting OK boring I don't understand

PRONUNCIATION

5 Match and write

face fan fish foot living room van vegetables

1  ____________

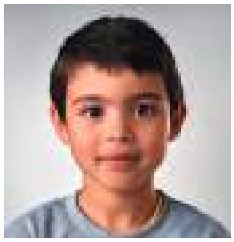
2  ____________

3  ____________

4  ____________

5  ____________

6  ____________

7  ____________

6 Listen and check. Then listen and repeat



Tip!

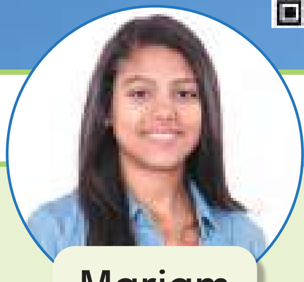
Touch your neck with your finger. Say 'fish'. Your neck doesn't move.

Say 'van'. What do you feel?

UNIT 4

LESSON 4 WRITING

1 Read Mariam's article about Hurghada



Mariam

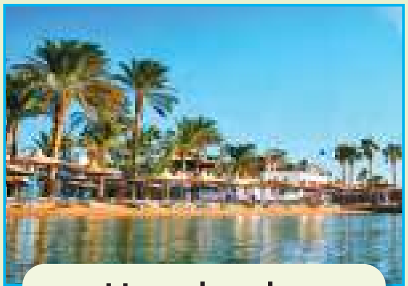
Hurghada—My town

Hi, I'm Mariam. I live in a city called Hurghada. It's in the east of Egypt on the Red Sea. It's a big city and about 190,000 people live here.

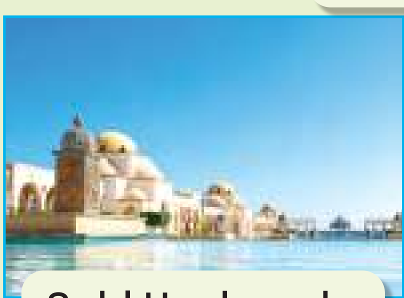
In Hurghada, there's a **beach** and there are lots of interesting things to do. There is the **Sahara Desert** where lots of tourists go on safaris. We have **Sahl Hasheesh** in the south of Hurghada. It has some beautiful houses and interesting **bazaars**.



Hurghada on the map



Hurghada beach



Sahl Hasheesh, Egypt



Sahara Desert

2 Read again and complete the table

City	Hurghada
Where is it?	
How many people live there?	
Interesting things in Hurghada	

3 **How does Mariam make her text interesting? Check the items she uses**

- a photo of her ☐
- drawings ☐
- photos ☐
- a map ☐
- a diagram ☐
- interesting facts ☐

4 **Read and discuss**

1 How many paragraphs does Mariam write?

2 Why does Mariam use **bold** text?

5 **Think about your village or city. Do research and complete the table**

City/Village	
Where is it?	
How many people live there?	
Interesting things in my city/ village	

6 **Work with a partner. Show your writing and ask for their opinion**





LESSON 5 PROJECT

1 Work in groups. Think and research

Think about places in a town. Make a note of the places you visit every day.

- Who works in these places?
- How do they help us?

Tip!

Check you have these in your poster

Photo/s ☐ or drawing/s ☐

Headings ☐

Map or diagram ☐

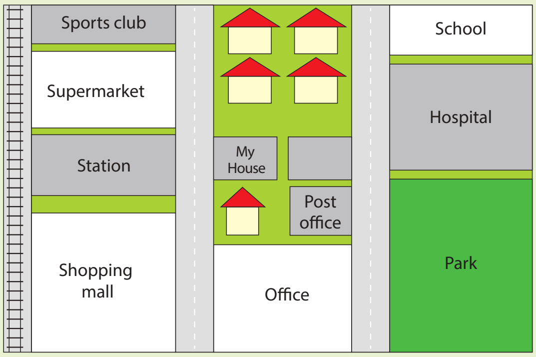
Bold text for important words ☐

2 Read and do

1 Draw and find some pictures you can use.

2 Make your poster.

The people who help us: the supermarket worker





This is Mona. She works at the **supermarket** near my house. My family and I see her **every week** when we buy food.

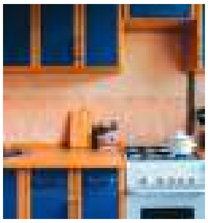
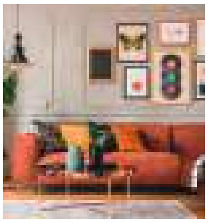
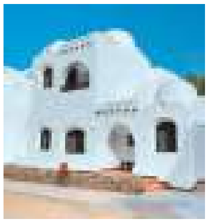
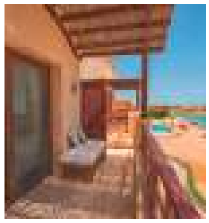
Mona checks the food is fresh. She **helps** us when we can't find something. She is very **kind** and **happy**.

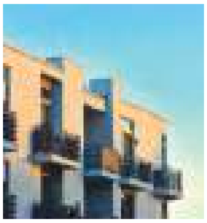
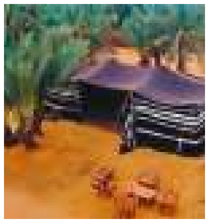
3 Present

Have a class exhibition. Tell your friends one thing you like about their poster and one suggestion for making it better.

SELF-ASSESSMENT

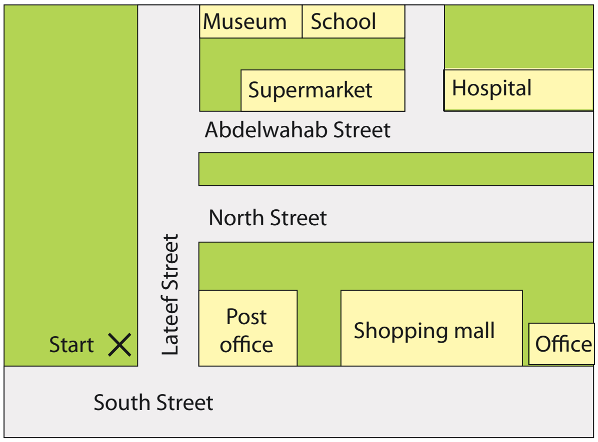
4 **Do you remember the names for the different rooms and houses? Look and write**

1 
2 
3 
4 
5 

6 
7 
8 
9 

5 **Look at the map and write 4 sentences with prepositions**

The museum is next to the school.



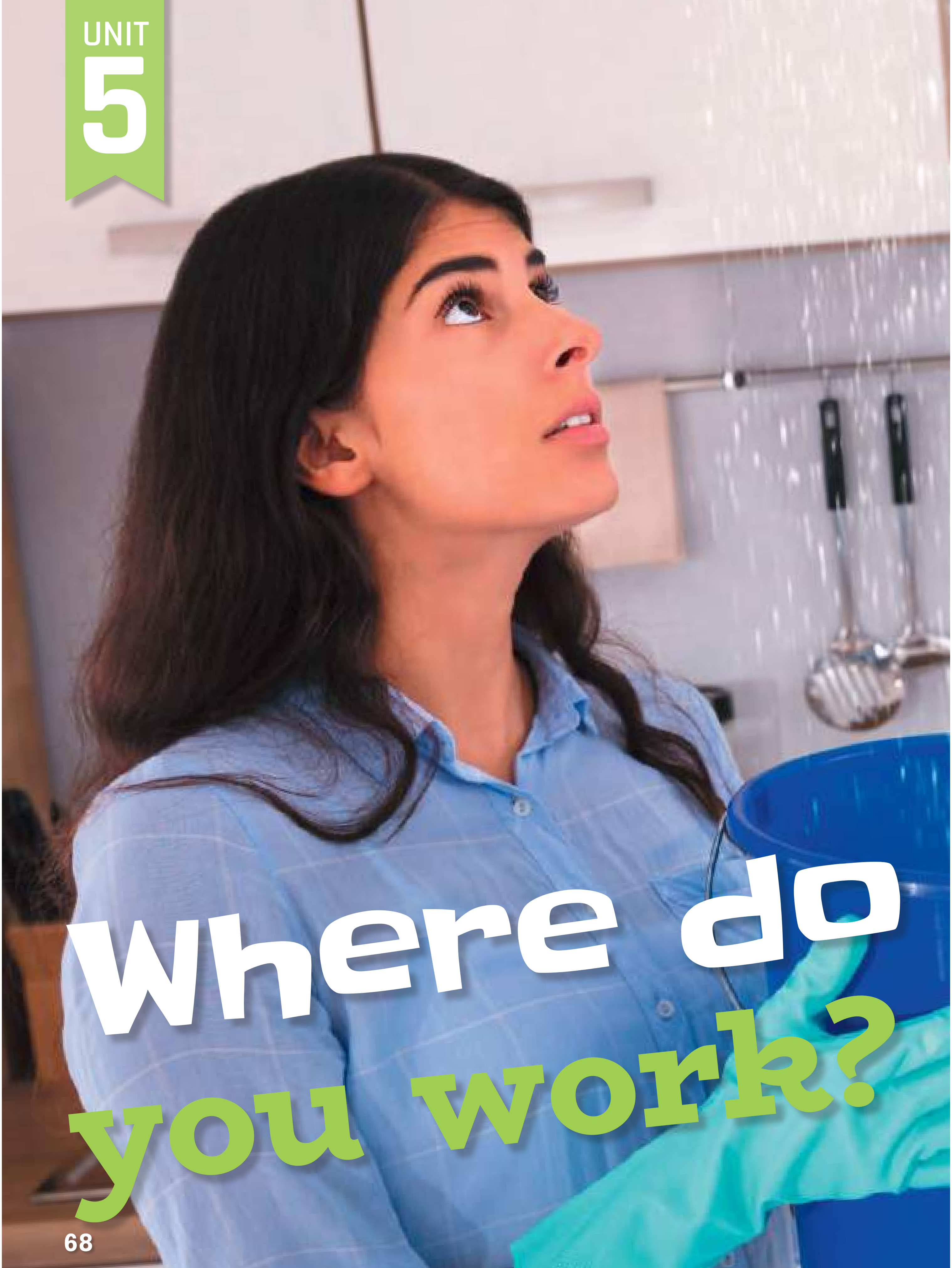
6 **Think about Unit 4**

Write two things you enjoyed.

Write two things you learned.

UNIT 5

Where do you work?





UNIT 5

In this unit I will ...

- listen, read, and write about workers in my community.
- learn about electricity.
- practice using *this*, *that*, *these*, *those*.
- practice word stress.
- think and write about the pros and cons of different jobs.
- make a report about workers in my community.

Look, discuss, and share

What is the problem in the picture?

What is the woman holding in her hand?

Who can help?

What would you do if you had this problem?

Find out

How can someone become a **plumber**?

Did you know?



A broken faucet dripping once per second can waste more than 13,000 liters of water in a year.

UNIT 5

LESSON 1
I LOVE MY JOB

1 **Listen and read. What is Dad's job?**

Zeinab: Dad, do you like your job?

Dad: Yes, I love being a plumber. Sometimes it's wet and **messy** because I have to fix **pipes** and faucets.

Zeinab: Did you want to do a different job when you were young?

Dad: Yes, I wanted to be a bus driver or a mechanic.

Zeinab: So what happened?

Dad: Well, I don't really like driving! I was much better at fixing pipes and faucets than cars!

Zeinab: What about you, Youssef? Do you like being an electrician?

Youssef: Yes, I love making things work!

Dad: Oh look, here's the mail carrier! I hope he has my **parcel**...

Zeinab: And there's the garbage collector! Oh, I forgot to take out the trash! Wait please ...

2 **Read again and complete the sentences with words from Exercise 1**

1 When he was young, Dad wanted to be a ________ ________ or a ________.
2 Youssef is an ________.
3 The ________ ________ arrives as they are talking.

4 Zeinab forgot to put the trash out for the ________ ________.

5 If you have a problem with pipes or faucets in your house, you need a ________.

3 Listen and say. Then write

bus driver ~~electrician~~ garbage collector
mail carrier mechanic plumber

1 

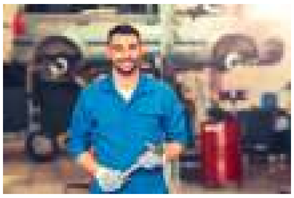
electrician

2 

____

3 

____

4 

____

5 

____

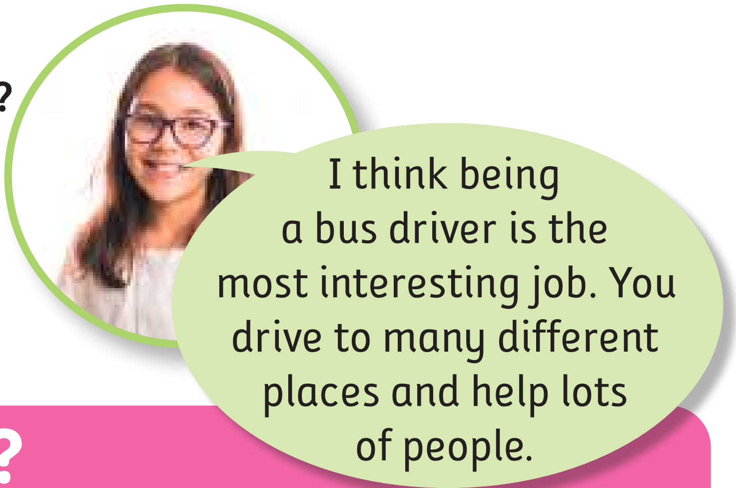
6 

____

4 What do you think?

1 Which job is the most interesting? Why?

2 Which job is the most difficult? Why?



Did you know?

Cairo produces around 20,000,000 tons of garbage every year. Garbage collectors work hard to collect it all.

UNIT 5

LESSON 2 IS IT NEAR OR FAR?

1 Look, read, and match the sentences to the pictures

1 That mail carrier is delivering letters.

2 These mechanics work in the **repair shop**.

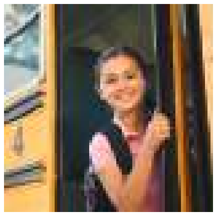
3 This bus is taking me to school.

4 Those drivers are driving the new buses.

a


b


c


d


LANGUAGE FOCUS

We use *this*, *that*, *these*, *those* to say how close an object is to the speaker.

When we choose between *this*, *that*, *these*, *those* we need to think about the noun.

Is it singular or uncountable?

Is it plural?

Is it near or far from the speaker?

	near to the speaker	**far from the speaker**
singular nouns and uncountable nouns	*this* … **This** is the socket the electrician is fixing.	*that* … **That's** the water dripping from the faucet.
plural nouns	*these* … **These** are the plumber's tools.	*those* … **Those** are the mail carrier's parcels.

2 Complete the sentences

That These This Those

1 Can you see? ___________'s the mail carrier. (far)



3 ___________ children are going to school. (near)



2 ___________ is my aunt. Her name is Amira. She's a teacher. (near)



4 ___________ children are watching TV. (far)



3 Change the sentences into plural

1 This is the faucet in my bathroom.

These are the faucets in our bathrooms.

2 That is the mechanic who fixed my car.

____

3 This is the garbage collector who collects our trash.

____

4 That is the plumber who came to our house.

____

4 Work with a partner. Point to the items in your class and talk about them



ELECTRICITY

5 **Look around you now. How many electrical things can you see?**

6 **Read the interview quickly. Then answer the questions**

1 Why is electricity dangerous?

2 Is it easy to become an electrician?



Amira the electrician

This is Amira, she's an electrician. She studied and **practiced** for three years before she became an electrician. She knows how to work safely with electricity.

Interviewer: **Tell us something interesting about electricity.**



Amira: Did you know, electricity travels very fast, close to the speed of light.

In a **storm** we sometimes see a flash of **lightning**. That flash has enough electricity for 1,000 families for a year!

Interviewer: **Is electricity dangerous?**

Amira: Yes, very dangerous. If we get an **electric shock**, we can't control our bodies. It can also **burn** us.

Interviewer: **How can we use electricity safely?**

Amira: Never touch anything electrical with wet hands.

Never put anything into a **socket**, only use **plugs**.



7 Read the interview again. Answer the questions

1 How fast can electricity travel? ______________________

____

2 How can you use electricity safely at your home?

____

8 Read and complete the sentences

1 Never touch anything electrical with __________ hands.

2 Always make sure your hands are __________ before you touch anything electrical.

Think!

Why do we use electricity if it is dangerous?



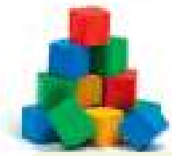
UNIT 5

LESSON 3
THREE COUSINS

1 **Look, listen, and say**


screwdriver


tape measure


blocks

2 **Read and listen. Do you know anyone like Lara, Talia, or Amir?**


Lara

Lara, Talia, and Amir are cousins, but they are all very different.

When Lara was a child, she loved to **experiment**. She was very **curious**. She always carried a **screwdriver** and she opened old radios, cell phones, and anything that had electricity. Her favorite question was *How does it work?* She learned about safety with electricity.


Talia

When Talia was a baby, she played with **blocks**. She put one block on top of another. When she was older, she started making things. She made a little house for her dog and a bed for her sister's doll. She always carried a **tape measure** and a pencil.


Amir

Amir was always very **patient** and he liked helping people. Sometimes, big brothers can get angry at their little brothers, but Amir was never angry. He played, he helped, and he explained things all the time.

Today, Lara, Talia, and Amir are all **adults** but they still call each other when they need some help.

3 **Think, choose, and write. What do you think Lara, Talia, and Amir do today?**

an architect   an electrician   a teacher

1 Lara is ______________________.
2 Talia is ______________________.
3 Amir is ______________________.

4 **Read again and answer the questions**

1 Who does Amir call when the fan doesn't work?

____

2 Who does Lara call when she wants to change something in her house? __________

3 Who does Talia call when she doesn't understand something in her English class? __________

5 **Ask and answer**

What did you like to play with when you were little?

What do you like to do now?

What job do you want to do? Why?



When I was little, I played with blocks and dolls. I want to be an architect when I am older.

UNIT 5

PRONUNCIATION

6 Look and say. How many syllables are in each word?

electrician	☐	plumber	☐
teacher	☐	mechanic	☐
collector	☐	dentist	☐
architect	☐	doctor	☐

A syllable is a part of a word that contains a single vowel sound.

7 Listen and check

8 Which one is correct? Listen and choose



dentist or dentist

9 Underline the stressed syllable in the words

plumber teacher collector dentist driver doctor

10 Listen and check

11 Listen and circle the words which have the correct stress

1	plumb<u>er</u>	<u>plumb</u>er
2	<u>teach</u>er	teach<u>er</u>
3	col<u>lec</u>tor	collec<u>tor</u>
4	me<u>chan</u>ic	mechan<u>ic</u>
5	driv<u>er</u>	<u>driv</u>er
6	<u>doc</u>tor	doc<u>tor</u>

CLIL: MATH

12 Look and think. Write the missing numbers

1	a	100 ÷ ______ = 2	b	100 ÷ 2 = ______
2	a	100 ÷ 25 = ______	b	100 ÷ ______ = 25
3	a	100 ÷ ______ = 5	b	100 ÷ 5 = ______

13 Listen and check

14 Read and solve the problem

There are two hundred children in Grade 4. Today they are going on a school trip.

Each school bus carries 50 children.

How many buses do they need? ______



Find out

What is this symbol ÷ called?
A Swiss **mathematician** called Johann Rahn used it first in 1659.



A **mathematician** works with numbers and math problems.

UNIT 5

LESSON 4 WRITING

1 **Think about a mail carrier's job. What are the good and bad things about the job?**

2 **Read and complete the table**

My name is Sherifa. In class this week, we're talking about the good and bad things about different jobs. My aunt is a mail carrier in America. I talked to her about her job and she told me some of the **pros** and **cons**.





Pros and cons of being a mail carrier.

What's it like to be a mail carrier?

There are some good and bad points about the job.

On the one hand, mail carriers are outside all day. This is great when the weather is good, but it's not fun when the weather is very hot or cold. Mail carriers walk all day and get a lot of exercise. Everybody likes getting mail, so everyone likes meeting the mail carrier. **On the other hand**, there are also some bad things to think about. Being a mail carrier is not an easy job. The mail bag is very heavy. Another bad thing is that they wake up very early. My aunt starts work at 6 o'clock in the morning.

Pros (Good things)	Cons (Bad things)
Mail carriers get a lot of exercise.	It's not easy.

3 Read again and answer the questions

1 What is the paragraph about?

____

2 How does Sherifa start her paragraph?

____

3 How does this help the reader?

____

4 Choose a job. Write some pros and cons

The job I chose is ____________.

Pros	Cons

5 Write a paragraph about the pros (good things) and cons (bad things) of the job you chose. Write 18-24 words

____

____

____

____

____

6 Work with a partner. Show your paragraph. Ask for their ideas



LESSON 5 PROJECT

A REPORT ABOUT PEOPLE WHO HELP US

1 Read the report



Workers who made our school



The plumbers connect the pipes so that we have water. The electricians connect electricity so that we can use lights.

The cleaners keep the school clean. The bus drivers bring the children to school. The garbage collectors take away our garbage.

The mechanics fix the cars and buses that bring the children to school.



2 **Make a report. Who helps you at home?**

- Make a list of the people who helped make your home and the people who look after your home now.
- Draw or glue a picture of your house or a room in your house.
- Write about the different people who helped you at home.

SELF-ASSESSMENT

3 Do you remember the names of these jobs? Look and write

1  ______

2  ______

3  ______

4  ______

5  ______

6  ______

4 How many of the jobs have two syllables? Circle the stressed syllables

5 Look, read, and complete

That These This Those

1 ______ is a ______.



(near)

2 ______ is a ______ measure.



(far)

3 ______ are ______.



(far)

4 ______ are a plumber's ______.



(near)

6  Think about Unit 5

Write two things you enjoyed.

______

______

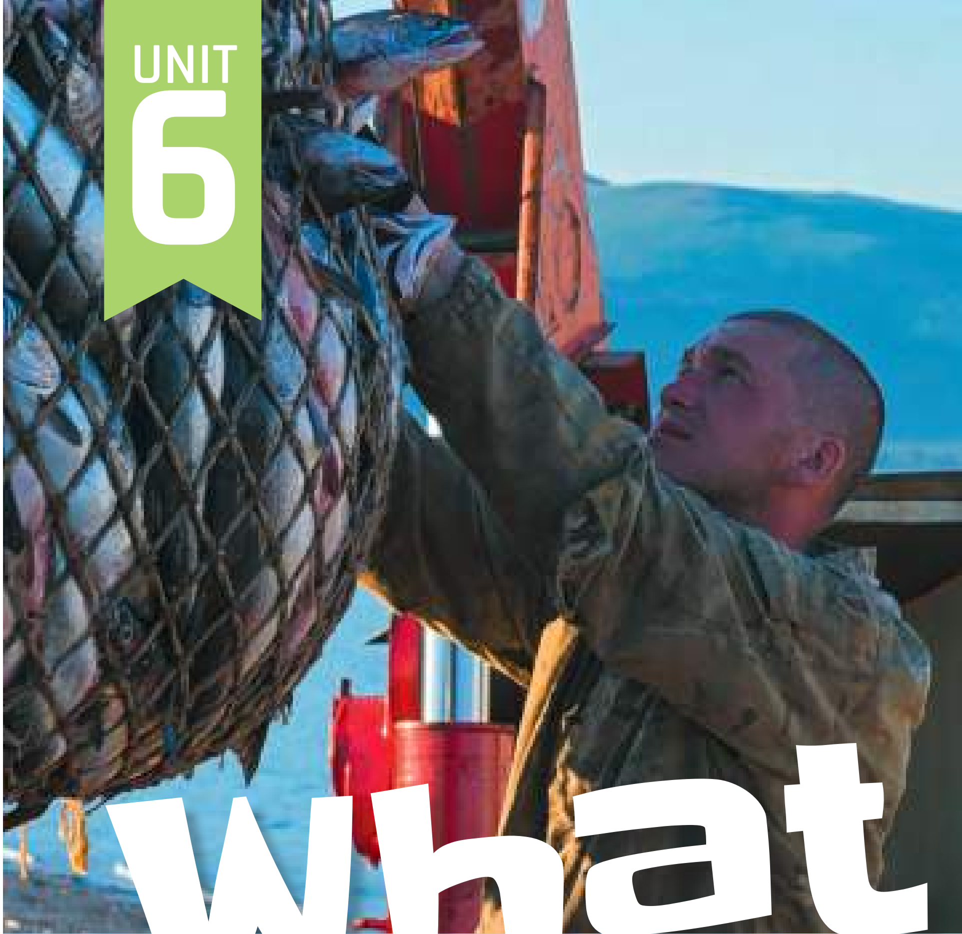
Write two things you learned.

______

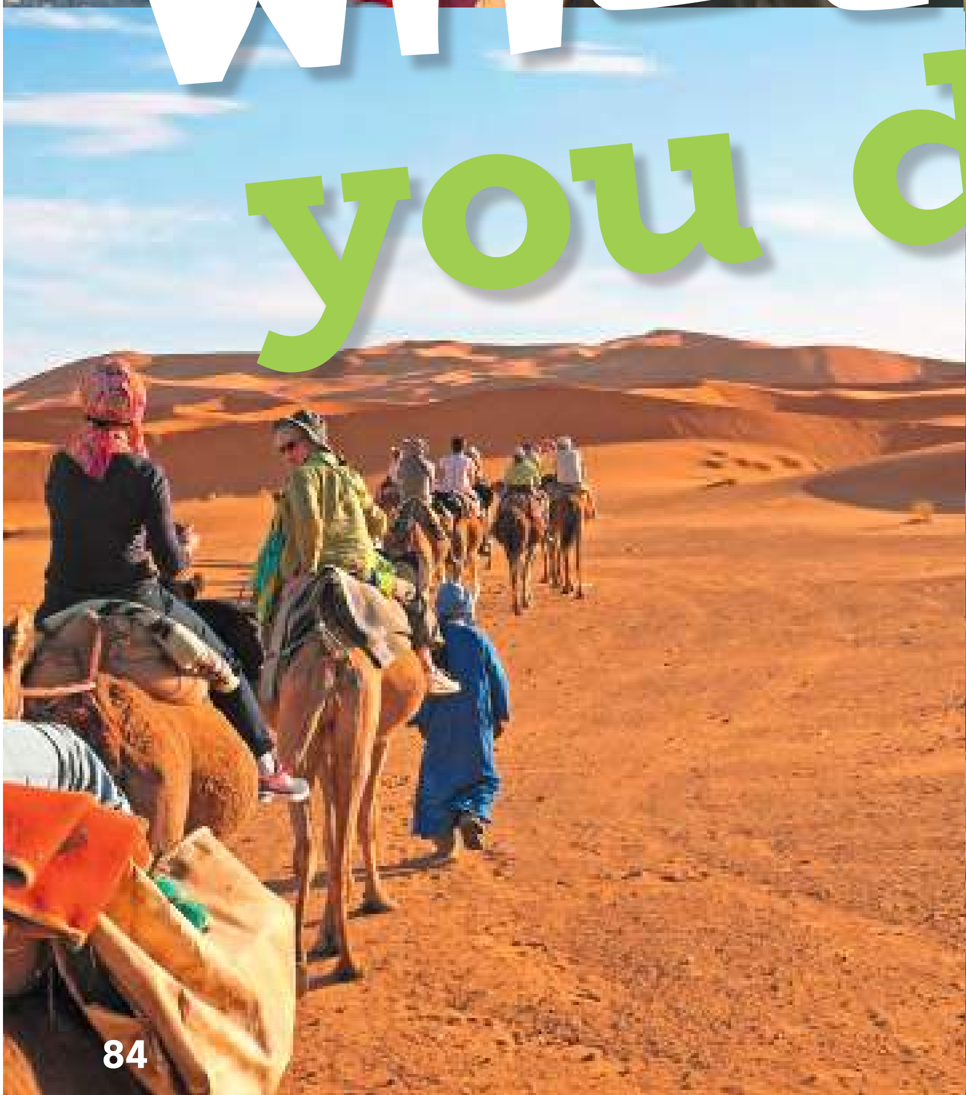
______

UNIT 6

What do you do?













In this unit I will ...

- read and learn about more jobs.
- explore what an industry is and the names of some common industries.
- know about prime numbers.
- distinguish and pronounce short vowel sounds.
- learn about words with the prefix *dis-*.
- write about a job you want to do.

Look, discuss, and share

The pictures all show different industries. What is happening in each of the pictures?

Find out

Which industries do people work in where you live?

Did you know?

In 2019, about 13 million tourists came to Egypt. Where do tourists go in Egypt?

UNIT 6

LESSON 1
WHAT DO YOU DO?

1 **Listen and read. What jobs do these people do?**



1 I'm a **fisherman**. I wake up very early every day, I go out on my boat and **catch fish**. Then in the afternoon, I come back and sell my fish in the market. My fish go to restaurants and homes all over the world.

2 I'm a **farmer**. I grow oranges. All year, I look after the trees and I give them water and nutrients. Then, I **pick** the fruit. I send a lot of the fruit to the factory to make orange juice. I also sell some of my oranges to the supermarket.

3 I'm a **guide**. I work in the **tourism industry**. People come to my country and it's my job to explain the history and tell the tourists lots of interesting information about the places they visit.

4 I'm a **librarian**. I work in a school library. It's my job to look after all the books. I buy lots of new books and I help children find the information they need.

2 **Listen again and answer**

1 Who works in a school?
2 Who works outside?
3 Who works on the sea?
4 Who grows food?

3 Match the words to the pictures

education farming fishing tourism

1 

______

2 

______

3 

______

4 

______

4 Listen and check

5 Look and write. Which industry are the words connected to? Can you add more words to the table?

animals teachers hotels nets transportation
library trees boats

farming	
fishing	
tourism	
education	

6 What do you think?

1 Which jobs and industries sound the most interesting? Why?

2 Do you know anyone who works in any of these industries?

UNIT 6

LESSON 2
CLIL: SCIENCE





1 **Look at the pictures. What do you think the story is about?**

2 **Read. Is a mango tree renewable or non-renewable?**

Two mango trees

Sara and Malak are sisters. Each sister had a beautiful mango tree next to her house. Every year, the sisters ate beautiful mangoes. Their children played under the trees.

One day, Malak said, "I don't need mangoes. I need money. Let's **cut down** my tree. I can sell the wood."

She cut the tree and she sold the wood. Malak was happy.

Next year, Sara's mango tree grew bigger and bigger. It gave Sara more mangoes.

Malak looked out of the window. There was no mango tree. She had no mangoes and no more wood.

"Don't worry," said Sara. "Plant this mango seed, and it will grow into a big tree."

3 **Read again and answer the questions**

1 Why does Malak cut down the mango tree?

---

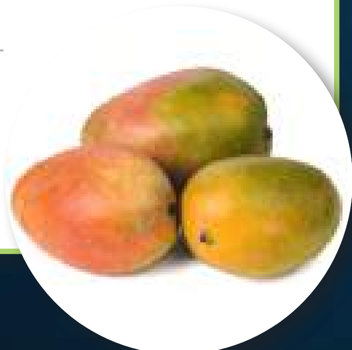
2 What are the cons of cutting down the mango tree?

---

3 What do you think of what Malak did? Was she right or wrong?

---

4 Would you cut the mango tree?

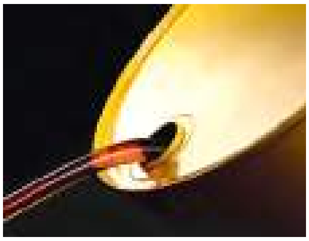


4 Work with a partner. Make a list of everything you used today that uses electricity

5 We make electricity from energy sources. Match the energy sources to the pictures

1 oil ☐
2 wave energy ☐
3 coal ☐
4 solar energy ☐
5 wind energy ☐
6 gas ☐

a

b

c

d

e

f


6 Write each energy source in the table

Renewable: can grow again or never run out

Renewable	Non-renewable

UNIT 6

LESSON 3
FRESH FISH VAN

1 Skim the story quickly. Who are the main characters?



Fresh fish van

There's an old fisherman in my village. He drives around the village in an old van. He likes his job. He has fun. He shouts, " Fish! Fresh fish! Come and get your lovely fresh fish. "

One day, he was in front of my house. He couldn't start his van. He was sad and **disappointed**.

My mom saw the man. It was hot in the sun. She wanted to help.

Mom's dad (my grandpa) was a mechanic. He taught her all about cars. She looked at the old van's **engine**.



" It is a very simple problem. I can fix it, " said Mom. The old fisherman was surprised.

Then, we heard the sound of the engine. His van was fixed!

" Thank you, " the fisherman said. He gave Mom ten fresh fish.

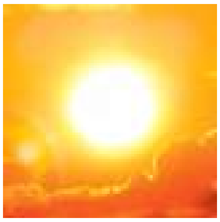
2 How much do you remember? Answer. Then read and check

1 What does the old man sell?
2 Why was the old man sad and disappointed?
3 Why do you think the old man was surprised?

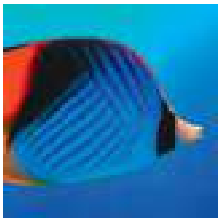
3 Do you like this story? Explain your answer

4 Look and match

fish sun ten van

1 

2 

3 

4 

______ ______ ______ ______

5 Read the story again and answer. Use the words in Exercise 4

1 What is hot? ______
2 What does the old man drive? ______
3 What does the old man sell? ______
4 How many fish does the old man give Mom? ______

6 Read and say. Close your book. Can you remember the sentences?

1 You can have fun in the sun.
2 There's a man in a van.
3 He sells fresh fish from the river.
4 There are ten men standing on one leg.

Think!

Is it important to learn something about your parents' job? Why?

UNIT 6

PRONUNCIATION

7 Find more words in the text with the same sound

sun	van	fish	ten

8 Can you add more words to the table?

The **prefix** 'dis' means 'not'.

9 Look and write. Complete the sentences

disagree disappeared disappointed dislikes disobeyed

1 

The boy is __________. He didn't pass the test.

2 

She __________ ice cream.

3 

These friends __________.

4 

I'm sorry because I __________ my mom.

5 

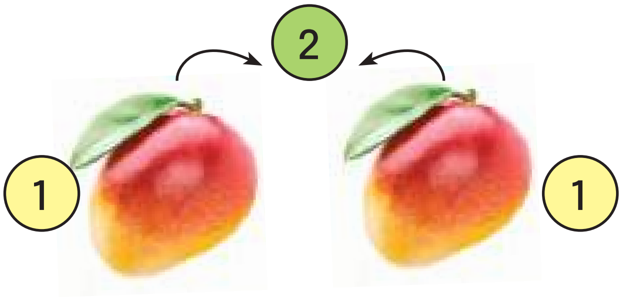
The rabbit __________ from the hat.

10 Listen and check

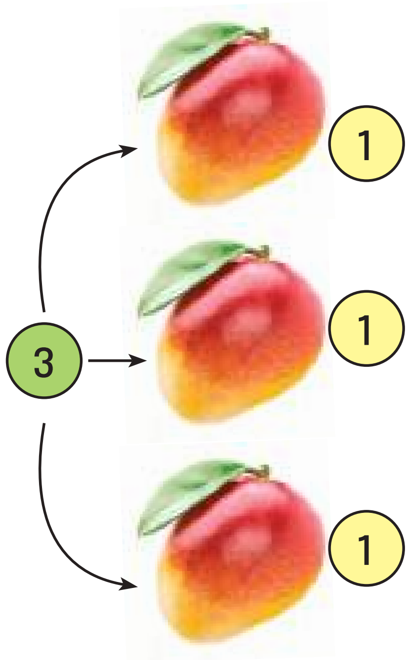
CLIL: MATH

Prime numbers

1 Look and read



1 × 2 = 2



1 × 3 = 3

A prime number is a number you can divide only by itself and 1, e.g. 2, 3, 5, etc.

2 Circle the prime numbers

10 12 3 89 43

5 9 37 4 13

3 Add these numbers. If the answer is a prime number write it in red

1 6 + 7 = ____________

2 37 + 20 = ____________

3 70 + 9 = ____________

4 40 + 4 = ____________

Find out

The smallest prime numbers are: 2, 3, 5, 7, 11, 13, 17, 19, 23 and 29.

Is number 1 a prime number or not?

UNIT 6

LESSON 4 WRITING

1 Think and answer

1 What are the good and bad things about being a teacher?

When people ask me, "What do you want to do?" I answer: "I want to be a teacher. For me, it's the best job in the world."



For a teacher, every day is different. Students always ask surprising questions. A teacher can change their students' lives so teachers need to be very **patient**. They work for many hours every day. It's hard work, but it's exciting.

Teachers need to think quickly. They need to **encourage** their students. A good teacher is always ready to learn. Teachers teach their students, but students also teach their teachers. Everyone in the class knows different things.

2 Think and answer

1 Why does the writer want to be a teacher?

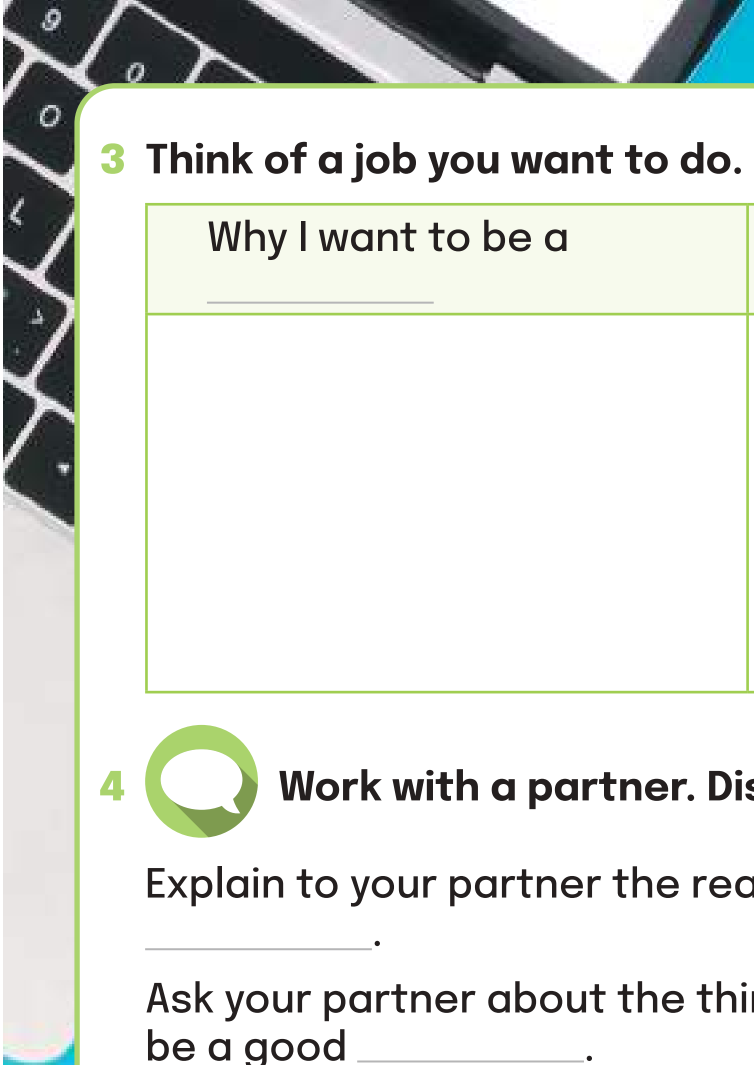
____

2 What should a good teacher do? Write three things. Add one more rule.

____

3 Is being a teacher an important job? Why?

____



3 Think of a job you want to do. Complete the table

Why I want to be a ______	Things a good ______ should do

4 Work with a partner. Discuss

Explain to your partner the reasons why you want to be a ______.

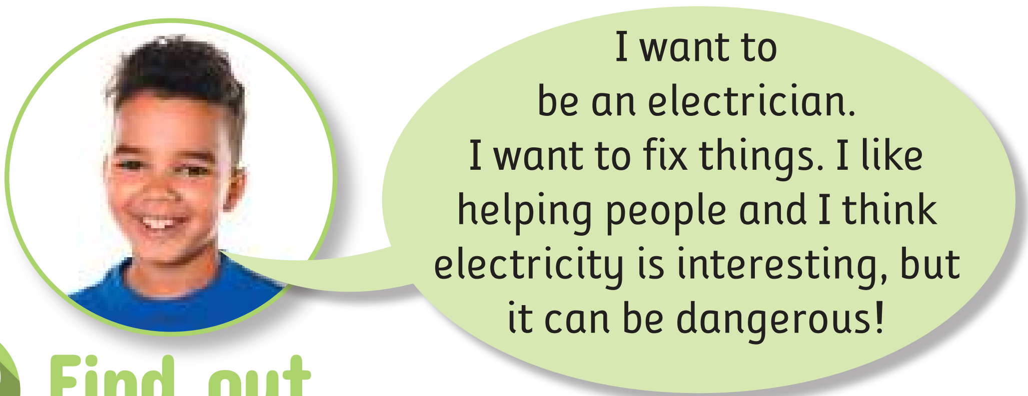
Ask your partner about the things they say they should do to be a good ______.

Write your paragraph on the job you want to be. Write 18-24 words

______

______

______



Find out

Why did your teacher become a teacher?

UNIT 6

LESSON 5 PROJECT

1 **Do some research. What is 'respect'?**

Think. How do we **show respect** to the people around us?

2 **Read the poster. Do you agree or disagree?**



I respect the cleaner.
I don't throw trash.



I respect the teacher.
I listen to him carefully.

How to show respect

I respect the bus driver. I say thank you when I get off the bus.



I respect the librarian. I put my books back on the shelf.



3 **Now make your own "how to show respect" poster. Draw or find pictures for your poster**

SELF-ASSESSMENT

4 In which industries do these people work?

1 
fishing

2 
____

3 
____

4 
____

5 
____

6 
____

5 Read and match

patient respect renewable

1 Things that grow again: __________
2 When you are polite and kind: __________
3 Someone who doesn't get angry easily is __________ .

6 What do these people do? Read and complete

1 Mechanics fix cars.
2 Dentists __________ teeth.
3 Fishermen __________ fish.
4 Garbage collectors __________ garbage.
5 Mail carriers __________ the mail.
6 Teachers __________ students.
7 Farmers __________ food.

7 Think about Unit 6

Write two things you enjoyed.
____
____

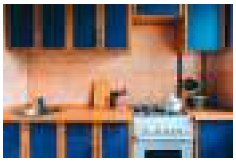
Write two things you learned.
____
____

REVIEW 2

LESSON 1

1 Write the words

2 Listen and point

1


2

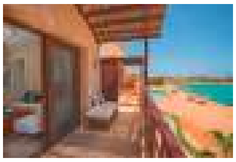

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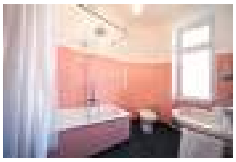

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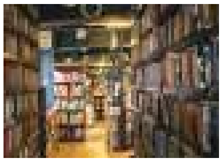

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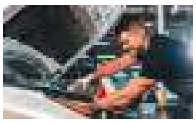
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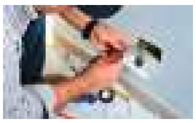
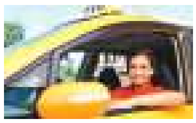

10


11


12


3 Look at the pictures and answer the questions



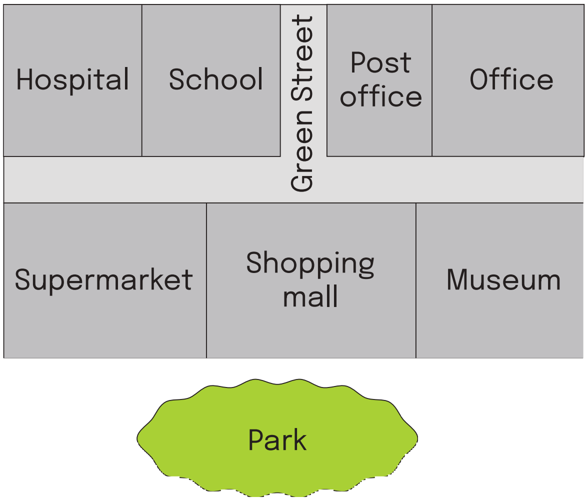
1 What's the mechanic doing? ____________________

2 What's the mail carrier doing? ____________________

3 What's the electrician doing? ____________________

4 What's the driver doing? ____________________

4 Look and correct the sentences



1 The hospital is between the school.

____

2 The school is next to the museum.

____

3 The park is under the shopping mall.

____

4 The supermarket is behind the school.

____

5 Listen. Write the start and finish

1 Start: *Green Street* Finish: ____________

2 Start: ____________ Finish: *Office*

3 Start: ____________ Finish: ____________

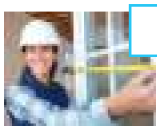
6 Match the sentences to the pictures. Then write *this is*, *that is*, *these are*, or *those are*

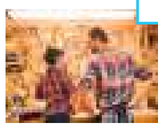
1 ____________ a screwdriver.

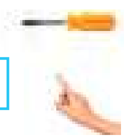
2 ____________ my tape measure.

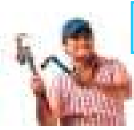
3 ____________ our tools.

4 ____________ my tools.

a  ☐

b  ☐

c  1

d  ☐

LESSON 2

PRONUNCIATION

1 Underline the stressed syllables in these jobs

1 doctor
2 plumber
3 collector
4 driver
5 teacher
6 mechanic

2 Listen and check

3 Point and say. Then write these words



1 ____________



2 ____________



3 ____________



4 ____________

4 Look at the information. Write one short pros paragraph and one short cons paragraph

pros of being a librarian	cons of being a librarian
meets a lot of students	can sometimes get boring
reads a lot of books	sits at a desk a lot
enjoys the quiet place	doesn't go outside

My mother is a librarian at a school. She loves her job, but sometimes it can get boring.

On the one hand…

____

____

____

On the other hand…

____

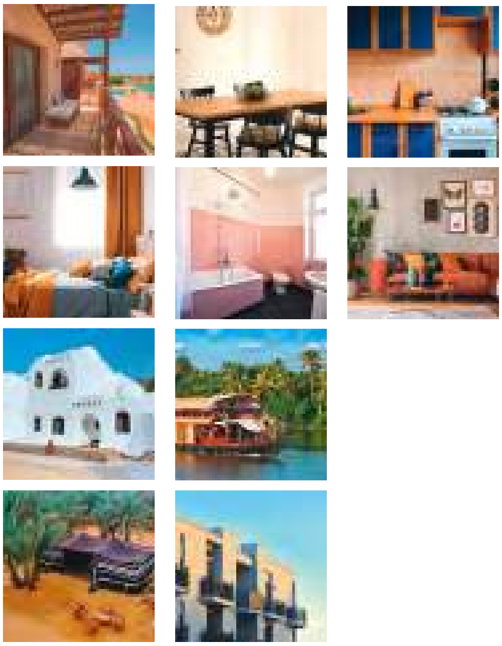
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____

SELF-ASSESSMENT

Now I can…

1 talk about parts of a house and different kinds of houses



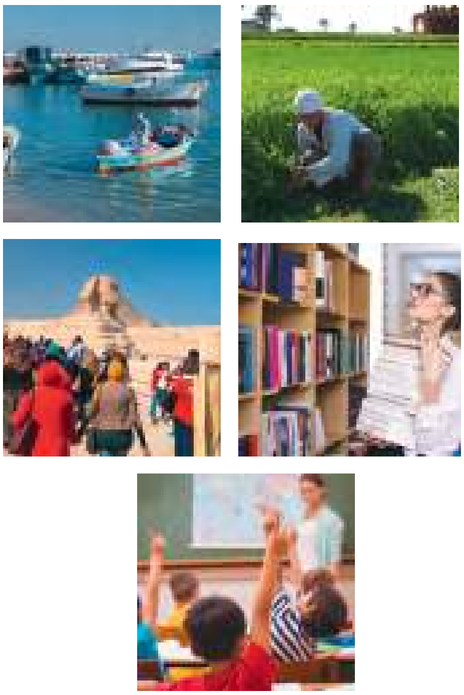
☐

2 talk about workers in my community



☐

3 talk about different industries



☐

4 say these sounds

f fish, fan

v van, cave

sun

van

fish

ten

5 understand word stress

teacher, *doctor*, *dentist*

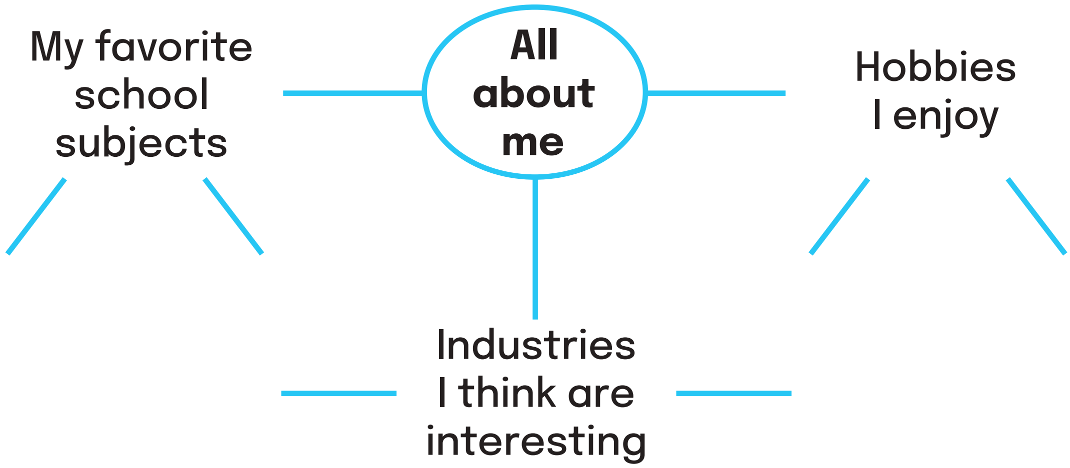
6 discriminate between short vowels: *ten, tin*

☐

1 **Read and think about the project**

Think about what job you want to do when you're older. Think about how it helps the community. Write a message to yourself in the future.

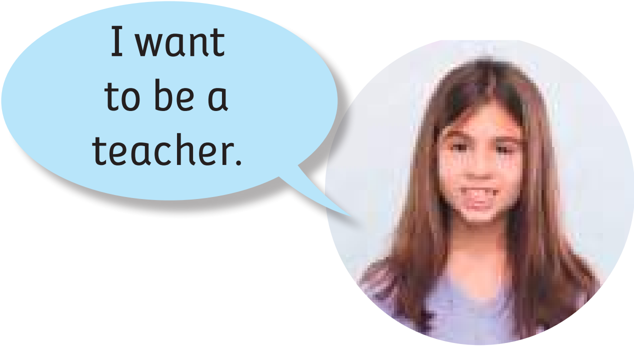
2 **Think about what you know and what you enjoy. Complete the diagram**



3 **Read, think, and complete**

What do you want to be?	
What do you need to do this job? Think about: • Do you need to go to university? • Do you need to practice?	
Where does someone with this job work?	
How does this job help the community?	

4 Work in a group. Present your job



5 Look, write, and complete. Write a message to yourself in the future

Dear ___________,

I will work in a ___________ I want to be a ___________ because

____

____

I need to ___________ to be a good ___________.

I will help people ___________________________.

I hope you think your job is interesting.

Lots of love,

____

Put the letter in an envelope and then put it somewhere safe.

Read it when you're older.

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Dunbar for p25 and p67 snake; elena moiseeva for p26-29 bkgd; Butterfly Hunter for p26 fennec fox and p36 bird; mitalpatel for p27; Chris Bourloton for p28 and p107 boy in gray; Gelpi for p28 boy right; Kurit afshen for p29 snake; edmon for p29 eagle; rickyd for p30-33 bkgd; schankz for p30 camel foot; Fly_and_Dive for p30 water; Stephen Barnes for p30 camel face; smereka for p32 top horse; Shengyong for p31 camel; Osetrik for p31 horse eye; Anastasija Popova for p31 horse eating; Rudmer Zwerver for p32 mouse; shipfactory for p32 elephant; Volodymyr Burdiak for p33; Svitlana Tkach for p34 pelican; Media Home for p34 bear; Berke for p34 bear claw; Vadim Petrakov for p34 pelican with fish; Eric Isselee for p36 pelican, bear and beak, and p47 daisy; Maks Narodenko for p36 pear, p45, p61, p62 and p67 leaf, and p125 mangoes; irin-k for p36 bee; WIPHARAT CHAINUPAPHA for p36 peas; Alexander Dashewsky for p36 pin; Nora Hachio for p37 top fish ; Nutkins.J for p37 bottom fish ; Nataliya Arzamasova for p37 milkshake; mycteria for p38-39 bkgd; cpaulfell for p38 and p67 gazelle; antoniodiaz for p39 and p93 girl; Neil Bromhall for p40 naked mole rat; Peter Hermes Furian for p40 map; Ikpro for p41 1; hagit berkovich for p41 2; Catalin Lazar for p41 3; Shajahan K for p41 4; haireena for p41 6; R.M. Nunes for p41 7; Szasz-Fabian Jozsef for p41 8; Se-rgey for p41 9; Vera Larina for p41 10; Valentyn Volkov for p43 cocoa seed; fotohunter for p44-45 bkgd; Andy Dean Photography for p44 dad and son; ikindi for p44 tomato plant; Miyuki Satake for p45, p61, p62 and p67 seeds; Ngukiaw for p45, p61, p62 and p67 root; bluedog studio for p45 soil; plew koonyosying for p45, p61, p62 and p67 flower; Pakhnyushchy for p45, p61, p62 and p67 shoot; Bogdan Wankowicz for p45 germination process; olgalngs for p46-49 bkgd; Mikadun for p46 a; Gilles Gaonach for p46 2; Mohamed Elkhamisy for p46 3 and p99 bus; isabel66 for p46 lotus flower; Aref Barahuie for p46 tamarisk; Trong Nguyen for p46 bean plant; boulham for p46 reed; HelloRF Zcool for p46 acacia; Vova Shevchuk for p46 orange tree and p62 spider; Ian 2010 for p47 sunflower; LUMIKK555 for p47 rose; wimammoth for p48 lotus flower; terekhov igor for p48 daisy; Artiste2d3d for p48 reeds; LazarenkoD for p49 sunflowers; Barbol for p50-51 bkgd and p53 plant cells; Brian A Jackson for p50 a; Ethan Daniels for p50 b; Lou WOZ for p50 c; oluuuka for p50 d; Scisetti Alfio for p51 1; Vladimir Konstantinov for p51 2; Elovich for p51 3; ZAHRA22 for p51 4; inxti for p51 5; VILTVART for p52; Ivanova Ksenia for p54 cracked earth; Switlana Sonyashna for p54 Lucas; MaxyM for p54 farm; Sergei25 for p55; hanohiki for p56; Samual Micut for p57 1; Dmitry Abduraimov for p57 and p65 swan; JPC-PROD for p57 3; Kostsov for p57 4; Elenadesign for p57 and p65 slice; stockcreations for p57 7; Tomasz Majchrowicz for p57 8; kubais for p58-59 bkgd; Indigo Photo Club for p58 a; Sasha Samardzija for p58 b; Sokolova Maryna for p58 c; wuanxiang for p58 d; xpixel for p58 e; Stock image for p58 f; Havryliuk-Kharzhevska for p59 tomato lifecycle and p68 life stages of cacao tree; FLAVIO LEAO for p60 girl; Ihor Bondarenko for p60 papyrus paper; mspoli for p60 papyrus growing; PixaHub for p61 and p67 tomatoes; Mazur Travel for p61 rafflesia arnoldii; Monika Valachovic for p61 oleander; Rosa Jay for p62 3; ovbelov for p62 5; John Kasawa for p62 4; PetlinDmitry for p62 9; Anan Kaewkhammul for p62 15; Lopolo for p62, p127 and p134 boy in blue; Kiselev Andrey Valerevich for p62 and p134 boy in stripes; Asier Romero for p63 bottom left girl, and p102 Talia; Jaden Mailich for p65 beak; antos777 for p65 kitchen; Yulia Grigoryeva for p65 table; EleniyaChe for p65 pancakes; M. Farouk for p66 cotton, and p114 and p129 farmer; Ihab Henri for p66 towels; Dr.MYM for p67 spider; Shulevskyy Volodymyr for p68-69 bkgd; matteoguedia for p68 cocoa farmer; Boyan Dimitrov for p69 and p85 boy in black and blue; rSnapshotPhotos for p69 boy in black; Paul Vinten for p72, p89, p130 and p135 balcony, and p75 4; Savanevich Viktar for p72, p89, p130 and p135 kitchen; Photographee.eu for p72, p89 and p135 bedroom and p72, p87, p89, p130 and p135 living room; Alexandre zveiger for p72, p89, p130 and p135 bathroom; Kwiatek7 for p73, p89 and p135 house; otorongo for p73, p89, p130 and p135 tent; leshiy985 for p73, p89 and p135 cave; Johnny Habell for p73, p89, p130 and p135 apartment; Dmitry Rukhlenko for p73 and p135 houseboat; netsign33 for p74-77 bkgd; Bildagentur Zoonar GmbH for p74 village; Inspiring for p74 1-8; mdanek for p75 1; Viktoriia Kotliarchuk for p75 2; Anastasika Yar for p75 3; AltArt for p75 5; grib_nick for p76 1 and p77 1; Sorbis for p76 2 and p77 3; Radu Bercan for p76 3 and p77 5; Spiroview Inc for p76 5 and p77 4, and p76 6 and p77 2; agsaz for p77 7; Frannyanne for p78-81 bkgd; Fuller Photography for p78 Nader; Jean Pierre Pinochet for p80 1, 2 and 3; Rachael Arnott for p80 4 and 5; Nadya Lukic for p81 and p137 girl on grey; Patryk Kosmider for p82-83 bkgd, and p114-117 bkgd; LedyX for p82 beach; Myroslava Bozhko for p82 and p83 Sahl Hasheesh, Egypt; Dejan Gileski for p82 Sahara desert; Khaled Louis Fazely for p84-85 bkgd; Meda01 for p84 UK map; William Perugini for p84 Brighton Beach; I Wei Huang for p84 Brighton Pier; DimplePatel for p84 Upside Down House; rangizzz for p86-87 bkgd; givaga for p86 top right; serg_dibrova for p87 and p133 fish; Jasmina Andonova for p87 3; wanphen chawarung for p87 and p133 fan; kid315 for p87 and p133 cave; TeamDAF for p87 and p133 van; Daxiao Productions for p87 8; narikin for p87 girl touching neck; Pressmaster for p88 Maggie; Will Rodrigues for p91 faucet; Tomas Jasinskis for p92-93 bkgd; dotshock for p92 and p101 family watching TV and p102 Amir; Minerva Studio for p93, p109 and p135 electrician, and p108 4; Billion Photos for p93, p109 and p130 plumber; Syda Productions for p93, p109, p130 and p135 mechanic, and p132 b; Svitlana Hulko for p93, p109, p130 and p135 builder; Grigvovan for p93, p109, p130 and p135 garbage collector; Flegere for p94-97 bkgd; ALPA PROD for p94 Amira and p132 a; Aleksandr Gogolin for p94 storm; Bacho for p95 broken wire; rawf8 for p95 socket; DenisNata for p95 juice; Rad K for p95 hands touching plug; MIGUEL G. SAAVEDRA for p96 plug; Wirestock Creators for p97 1; ChBsc for p97 and p130 socket; picturepixx for p97 3; S6Wigj for p97 and p130 lightning; Bohbeh for p97 5; Ihor Berkyta for p97 6; ANDRANIK HAKOBYAN for p98-100 bkgd; Julian Peters Photography for p98 top right; Zheltikov Dmitry for p99 a; CeGe for p99 c; Lonely Walker for p99 d; Tunedln by Westend61 for p99 e; Blazar SLU for p99 f; Zadiraka Evgenii for p99 g; Bannafarsai_Stock for p100 b; Liza Zavialova for p100 c; taramara78 for p101 1; Lightfield Studios for p101 2 and p132 mechanic; wavebreakmedia for p101 3 and p105; Laugesen Mateo for p101 bottom; almaje for p102-103 bkgd; agolndr for p102 screwdriver; Seregam for p102 tape measure; M. Schuppich for p102 blocks; Daniel M Ernst for 102 Lara; BalanceFormCreative for p104; Satenik Guzhanina for p105 and p119 magnifying glass icon; paulista for p106-107 bkgd; paul prescott for p106 Sherifa, and p113 and p135 tourism; Drazen Zigic for p106 aunt; hxdbzxy for p108 classroom; S-F for p109 screwdriver; Eduard Goricev for p109 tape measure; hkeita for p109 blocks; fanjianhua for p112-113 bkgd; Anas-Mohammed for p112 and p129 fisherman; Evanovostro for p113 and p135 fishing; Senderistas for p113 and p135 farming; naskami for p113 and p129 mining; Eviart for p113 and p135 energy; ESB Professional for p113 and p135 education; Gabriel Georgescu for p114 and p129 hotel receptionist; Marian Weyo for p114 chef and p119 f; HemikRania for p116 fish; Ebtikar for p117 builder; Alexander Raths for p117 fisherman; Konstantin Chagin for p117 teacher; Phovoir for p117 electrician; fakezzz for p117 doctor; kurhan for p117 dentist; chinasong for p118-121 bkgd; Mongkhon Pookpun for p118 tree stump; asif Waseem for p118 mango tree; kiv_ph for p118 mangoes; pedrosala for p119 and p130 wind power; Jim Barber for p119 b; Diyana Dimitrova for p119 and p130 solar power; small smiles for p119 e; pichit for p120 switch; saraporn for p120 wind farm; Andrej Privizer for p121 wind farm; Djordje Novakov for p122-123 bkgd; Kirill Zakabluk for p122 fish; nitinut380 for p122 truck; Ed Connor for p123 1; j.chizhe for p123 2; Vlad61 for p123 3; Vibrant Studio Image for p123 4; Anatoliy Karlyuk for p124 1; Roman Samborskyi for p124 3; fizkes for p124 4; Ljupco Smokovski for p124 5; Tirachard Kumtanom for p126-127 bkgd; Small365 for p128 cleaner; Chris Howey for p128 teacher; Nomad_Soul for p128 dentist; AS photostudio for p129 5; Tr1sha for p130 5; for p132 electrician; cmgirl for p132 hand; Nattasid Thapsang for p132 screwdriver; StockImageFactory.com for p132 plumber; abriendomundo for p133 solar farm; Arctic ice for p134 skewer; SeDmi for p134 straws; conzorb for p134 tape; Elena Polovinko for p134 cardboard; paranut for p134 tube; Macondo for p134 scissors; Markik for p135 mining; Alchemist from India for p139 and p151 maize; Mostafa A Aly for p139 and p151 nature reserve; ronstik for p139 and p151 pipe; Jo Panuwat D for p139 and p151 puzzle; ben Bryant for p139 and p151 sink; Sheryl Watson for p139 and p151 tractor